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2476697

CaseNumber: WR-77,175-01

EventDate: 10/26/2010

Style 1: HALPRIN, RANDY ETHAN

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EventID: 2476697

Applicant first name: RANDY ETHAN

Applicant last name: HALPRIN

Offense: 19.03

Offense code: Capital Murder

Trial court case number: W01-00327-Y(A)

Trial court name: Criminal District Court 7 of Dallas County

Trial court number: 330570007

County: Dallas

Trial court ID: 1462

Event map code: GENERIC

Event description:

Event description code:

Remarks: VOL. 4 OF 4 VOLS. FOR AUGUST 20, 2010 --
STATE'S EXHIBITS

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CAUSE NO. W01-00327-S(A)

EX PARTE) IN THE 283rd JUDICIAL
)
) DISTRICT COURT OF
)
RANDY ETHAN HALPRIN) DALLAS COUNTY, TEXAS

REPORTER'S RECORD

VOLUME 4 OF 4 VOLUMES

STATE'S EXHIBITS

On August 20, 2010, came on to be heard before the
HONORABLE RICK MAGNIS, Judge of the 283rd Judicial
District Court of Dallas County, Texas, the above
entitled and numbered cause.

Proceedings reported by computerized stenotype
machine; Reporter's Record produced by computer-assisted
transcription.

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State's Exhibit M

(research document, attached hereto)

DEATH PENALTY PROJECT
Professor Roark Reed
George Ashford, Esq.
Ed King, Esq.

Research and Investigation
RANDY HALPRIN CASE

Fall 2001

Bertram Vandenberg
Robert Guerra

THE FIRST FIVE YEARS: MITIGATION AND
RANDY HALPRIN

Aaron Raynish
Jason Hermus

CONDITIONS WITHIN CONNALLY UNIT PRISON

Michael Lang
Regan Williams

EXCLUSION OF MEXICAN-AMERICANS FROM
DALLAS COUNTY GRAND JURIES

Alan Rosenberg
Kevin Wright

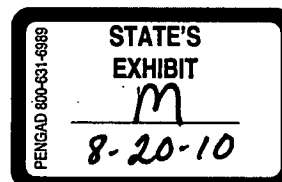
THE EFFECTS ADOPTION HAD ON RANDY
HALPRIN

Jennifer Jackson
Amanda Sotak

PARTIES LIABILITY AND THE SPECIFIC INTENT
REQUIREMENT FOR CAPITAL MURDER
CONVICTION

Kristin Bliss
Cindy Casey

RANDY HALPRIN MITIGATION: YEARS AT
ONEIDA



Bertram Vandenberg
Robert Guerra

To: Spring 2002 DPP Students
Professor Reed
Ed King
George Ashford

From: Fall 2001 DPP Students
Robert Guerra
Bertram Vandenberg

Re: The First Five Years, Mitigation and Randy Halperin

Randy is a remarkably polite and astute young man. He is quick to figure out where your questions are going and to provide you with the answers that you want to hear, or that he thinks you want to hear, or what he wants to hear. Perhaps a little of all three. We did not have multiple discussions with Mr. Halperin. Nor did we have a long and in-depth conversation with him, where we sought to explore his make-up as a human being. What we did chose instead, was to ask him questions that might lead us somewhere in trying to piece together his pre adoption life.

Randy Halperin was born on September 13, 1977 in McKinney, Texas. While he did not know the surname of his biological parents, he believed that their first names were Anna and Randall Sr. Randy was taken from his parents and placed into foster care at the age of four or five. His younger brother Wesley, born two years after Randy, was taken from their biological parents at about 9 months of age. While we do not know much about Randy's biological parents, it appears, at least from documents provided by the Gladney House, that Randy's mother was 23 years old when the adoption process took place. Randy is unsure about the mechanics of his adoption although he does remember that his departure from his natural parents involved a goodbye party. Randy was adopted by Daniel and Patricia Halperin, who at the time lived in Arlington, and his surname was soon changed to Halperin. Additionally, Randy's original middle name was Lee, but was later changed to Ethan when he was adopted by the Halperins. Regarding his biological parents he has nothing positive to say, in fact he has little to say about

them at all, other than the fact that he was removed from their care after it was determined that they were keeping the money that should have gone towards his care and well being.

By the time of his adoption he was five. At that time he was not unable to count nor could he repeat the alphabet. His adoptive parents began his education. More important, to Randy the child, he learned to swim. Like most children he wanted to show off for his (adoptive) parents, swimming was his medium. All children want someone to notice them and to be impressed; praise and positive attention are universal desires. Randy went for too long with too little, if any at all. There might be a vacuum within him, something that appeared when he was so young might be depthless and might never be filled, despite constant trying. He claims that when he was 16 he almost tried to find his natural mother, but decided not to. He also claims he's never wanted to find his natural father.

Randy does not know much regarding the situation that led to his being taken from his biological parents, although he does believe that physical abuse did play a part in it. He described several incidents that he remembered, age three +/-, when he was subjected to the violent and abusive whims of his biological parents. The first occurred when he was sitting on a window ledge, of uncertain though no doubt great, height. Without warning or provocation he was pushed off. His right hand retains a scar from that event. The second incident, what we think of as a "traumatic occurrence" more than an abusive act, was when his parents left him for (he believes) five hours at a laundromat. This created a great fear in young Randy. What the long-term consequences might be is open to speculation. The need or desire to be noticed, or to be part of. Perhaps more accurately young Randy wanted to be unique and to be cared about on an individual basis. That hypothesis might be borne out when his later romantic relationships became all important and all consuming. He, himself, attributes many of his negative behavioral

changes to at least one particular girl from later in life. Someone who is desperate to acquire the affection and attention of another by any and every means would certainly not hesitate to alter their behavior. The final incident, which he can recall, occurred around the time of his brother, Wesley's birth, as he was walking down the stairs in front of their apartment, with his hands full, his father unexpectedly shoved him down the flight of stairs. He lost a tooth. Obviously, in those first few years the young Mr. Halperin had the unfortunate opportunity to develop some fears, insecurities and (though he seems not to show it) some intense and overwhelming resentment and anger.

He cares deeply for his natural brother as well as his two Korean-born adopted brothers. No doubt he places a great deal of importance on loving intra family relationships. The illusion of stability must go a long way in constructing a safe place within his soul, where the damaged child can find refuge. This desire to belong, the need to be cared for and cared about plus his need to reciprocate those feelings can be traced, with effort, to the utter lack of those things during his initial life experiences. Those fundamental needs are inherent in us all. No doubt an early dearth will create a desire or need that almost resembles addiction.

Documentation

His social worker, who made sure that he was adopted along with his brother, gave the Halperin's a scrapbook that held pieces of his pre-adoptive life, pictures and who knows what else. This is a crucial item to acquire. It promises to shed a great deal of light onto his early years.

The next acquisition of importance pertaining to Randy's first five years is his birth parent's names. We have submitted a document request to the Gladney House, but it's sparse. The documents procured from the Gladney House contain medical records resulting from their

Bertram Vandenberg
Robert Guerra

physical examinations of him when he was first placed in Gladney's care. These documents detail that Randy was in good health when turned over to the Gladney House. Furthermore, they detail Randy's birth and formative years. Randy was delivered through use of anesthesia and forceps, weighing 7 pounds at birth. He was not breast-fed; rather, he was fed formula through a bottle. Randy first sat up at 7 months, began standing at 11 months, and first walked at 14 months. Randy's first words came at approximately 7 months of age, and his first short sentence at about 13 months. This indicates a normal early development for Randy, and it is quite striking to learn that he did not learn the alphabet until after the adoption by the Halperins. Most of the pertinent records (i.e., psychological, abuse records) are with The Texas Department of Protective and Regulatory Services. However, those records cannot be accessed without the names of his biological parents. The Gladney House does have copies of these records, however, they cannot release these records unless the TPRS grants them permission to do so. The names in the Gladney documents, per statute have been censored, so that provides few, if any, leads. However, we have submitted a subpoena to get the Gladney records uncensored, or at the very least, discover the names of his biological parents. For the subpoena to be of any use, an evidentiary hearing must be scheduled. As nothing is scheduled at all, as of right now, the subpoena is useless, but it's prepared and ready.

We checked birth records in McKinney, hoping that the names of his birth parents would be on Mr. Halperin's birth certificate. However, upon adoption by the Halperins, the names of the parents on the birth certificate were changed, thus providing no clues. Furthermore, a check of the local McKinney newspaper for any birth announcement at the time of Randy's birth did not produce any conclusive leads. Our intent was that by obtaining his birth parent's names, we

could then access police reports and not only uncover any documented instances of abuse, but also to determine any prior criminal history, if any, of his birth parents.

Some Final Facts:

- He attended Kee Elementary. His brother attended daycare during that time.
- He claims to have really enjoyed the big brother role for his Korean adoptive brothers and for Wesley.
- He was placed in two foster homes, neither was a positive experience.
- According to the Gladney House, Randy's adoption was handled by the Denton County Court, 16th Judicial District

A psychological study of Randy (even the most superficial and cursory one) would find a lot of important and no doubt critical information contained in his perceptions of his early life. A lot of damage was done, and he is far from being healed and whole even now.

A lot of his later behavior has roots in his early, unfulfilled, desires and needs and the roots must also extend into those places where instead of a void he received affirmatively evil treatment. Pain and fear do not provide the basis for a strong and holistically well-rounded young man. Sadly, for Randy, he got what he was given, and nothing more. He started the race a lap or two behind the rest of us.

Relevant Information

- **Contact Person at the Gladney House**

Pattye Hicks
Director – Post Adoption Department
817-922-6046
email: Pattye@Gladney.org

Bertram Vandenberg
Robert Guerra

Attachments

- Medical Records procured from the Gladney House
- Receipt for Records Processing from the Gladney House
- A certified copy of Randy's birth certificate from McKinney, Texas

Aaron Raynish & Jason Hermus
Death Penalty Project - Memo
November 7, 2001

Issue Presented

Whether, and to what extent, the conditions within the Connally Unit¹ of the Texas Department of Criminal Justice Institutional Division, a maximum-security prison, contributed to the desire of offender Randy Halprin to successfully escape this incarceration on December 13, 2000.

Brief Answer

Notwithstanding the abhorrent and violent conditions in the Connally Unit at the time of his incarceration, and in all Texas prison units in general, in a personal and confidential interview², Mr. Halprin expressed explicitly that these conditions played little to no role in his desire to escape the Connally Unit on December 13, 2000 with six other offenders. While Mr. Halprin graphically described the conditions within the unit, including the occurrences of inmate-on-inmate violence, corrections officer-on-inmate violence, and inmate-on-corrections officer violence, he stated that he was relatively removed from these

¹ The Texas Department of Criminal Justice, Institutional Division, Connally Unit, is a maximum security state penitentiary located in Kenedy, Texas.

² Jason Hermus and Aaron Raynish interviewed Mr. Halprin on Monday, October 8, 2001, at the Dallas County Jail. The interview lasted approximately two hours.

violent occurrences and felt no fear to his personal safety from any other inmates or corrections officers.

Instead, Mr. Halprin expressed that the unlikely chances of securing his first chance of parole in the year 2012, and the likelihood that he would serve the majority of his 30-year sentence³, constituted the primary motivation for his involvement in the successful escape effort. Mr. Halprin also expressed a desire to "start a new life for myself"⁴ as another motivation for his participation.

Discussion

A. Conditions within the Connally Unit, and similar units, at the time of Mr. Halprin's incarceration.

*"The current, violent conditions within the Texas prison system are but another incarnation of a vicious, historical cycle of extreme violence, public scrutiny which temporarily curbs the violence, and a reduction of public scrutiny after which the violence returns."*⁵

³ Mr. Halprin was serving a 30 year sentence for the offense of Injury to a Child, occurring in August, 1996, when he escaped.

⁴ Mr. Halprin gave a similar response in an interview he granted with a local television station. In an interview with Mary-Ann Razzuk, television reporter with WFAA Channel 8 on January 28, 2001, Mr. Halprin was asked "What was your motivation then for escaping?" and responded "Just to start a new life."

⁵ Officer Aubrey Hawkins Website:
http://www.aubreyhawkins.com/content.php?menu=11&page_id=4.

The Texas Department of Criminal Justice (hereinafter "TDCJ") is one of the most autonomous agencies of state government. In a comprehensive report on the TDCJ, former State Comptroller John Sharp stated that "[t]hroughout its long history, TDCJ has maintained a culture of autonomy, autocracy and secrecy. This tradition runs deep and changing it will be a long and strenuous task."⁶ As a consequence of this autonomy and secrecy, the internal conditions of Texas prisons are largely removed from public disclosure. What is known however, is that inside the walls of Texas prisons is a very violent sub-culture consisting of dangerous offenders and a severe shortage of correctional officers.

As of December 31, 2000, shortly after Mr. Halprin's escape, there were 23,622 guards working for the TDCJ. A total of 2,595 correctional officer positions remained unfilled.⁷ The starting pay for a prison guard was approximately \$18,000. Turnover is rampant and correctional guards are placed on duty without adequate training or instruction.⁸ The TDCJ allows security positions to remain unfilled because the practice grants the agency greater de facto budget flexibility. Money appropriated for salaries that go unfilled can be used in other ways.⁹ In fact, in March 1997, the TDCJ was found to have 1063

⁶ Sharp: Behind the Walls, 1993.

⁷ <http://www.click2houston.com/sh/news/stories/nat-news-20010111-060133.html>

⁸ *Id.* See also An Audit Report on Correctional Officer Staffing at the Department of Criminal Justice, February 2001, State Auditor of Texas.

⁹ Sharp: Gaining Ground, 1994.

http://www.aubreyhawkins.com/content.php?menu=11&page_id=4

“phantom” staff positions – positions that were left unfilled so the appropriate funds could be spent for other purposes.¹⁰

As a consequence of the staff shortages of correctional officers, the lack of adequate training and pay for existing correctional officers, and the increasing prison population, the violence within the Texas prison system is increasing at an alarming rate. The number of inmate attacks on fellow offenders has escalated from 182 in 1988 to 1,704 in 1999.¹¹ The number of assaults by inmates against TDCJ employees increased from 132 in 1988 to 2,044 in 1999.¹² The Connally Unit, in particular, has had more attacks against guards and staff members in the past six years than any other Texas prison.¹³

The prevalence of violent and dangerous conditions in Texas' prisons, for both inmates and guards alike, is best illustrated by a case-by-case synopsis. From the internet site “Life on the Line”¹⁴, the following violent incidents were published to correctional officers employed by the TDCJ, however, it should be noted that these reported incidents represent only a fraction of the nearly 2000 violent incidents in Texas prisons in the year 2000:

¹⁰ *Id.*

¹¹ TDCJ Emergency Action Center: Select Statistics, 1999.
http://www.aubreyhawkins.com/content.php?menu=11&page_id=4

¹² *Id.*

¹³ <http://www.click2houston.com/sh/news/stories/nat-news-20010110-070146.html>.

¹⁴ http://www.geocities.com/tdcj_id/2000.htm

- 12/22/2000 (Stiles Unit): Officer seriously sliced with razor blade by offender from wrist to fingertips, requiring numerous stitches.
- 12/18/2000 (Stiles Unit): Officer attacked by offender requiring blast of chemical spray.
- 12/13/2000 (Connally Unit): Seven inmates escape by overpowering guards and staff. Two TDCJ employees were treated for injuries and released. One TDCJ employee was held overnight at hospital.
- 11/18/2000 (Stiles Unit): Officer beaten by offender.
- 11/10/2000 (Telford Unit): Officer assaulted by offender causing the officer to receive a broken jaw, missing teeth, and numerous cuts.
- 11/10/2000 (McConnell Unit): Officer struck in the face and had his ear bitten by offender.
- 11/10/2000 (Torres Unit): Officer received lacerations to his scalp requiring sutures in an assault by an offender.
- 11/10/2000 (Skyview Unit): Officer punched in nose by offender.
- 10/2000 (Jester Unit): Officer struck by food tray held by offender.
- 10/2000 (Clements Unit): Officer struck with a chair held by an offender.
- 10/2000 (Ferguson Unit): Officer struck in stomach by offender.
- 10/12/2000 (Clements Unit): Officer stabbed with a two-foot spear. The weapon was never found.
- 10/11/2000 (Montford Unit): Offender commits suicide by hanging himself with sheet.
- 10/2000 (Michael Unit): Gang violence. An offender is assaulted by five other offenders in the recreation yard.
- 10/2000 (Beto Unit): Inmate seriously injured by two other offenders. The inmate was struck with a can of food and possible fan motor contained in a foot sock.
- 10/2000 (Telford Unit): Inmate struck with a rod by another offender. The weapon was never found.
- 10/2000 (Allred Unit): Inmate assaulted by several other inmates armed with razorblades attached to toothbrushes and food cans stuffed in a pillow case, in the dining room.
- 10/2000 (Smith Unit): A number of offenders stabbed. A "Lockdown" and "Shakedown" were executed and several weapons were found in the possession of inmates.
- 10/2000 (Connally Unit): Inmate escaped after stabbing another inmate 20 times.
- 10/2/2000 (Hobby Unit): Two inmates stabbed by other offenders who convinced a new guard that they were allowed to be in a restricted area.

- 9/28/2000 (Gatesville): An inmate created a disturbance during the evening meal. She began thrashing a pitcher of cool-aid at another offender. Four other inmates received minor injuries by the aggressive offender.
- 9/22/2000 (Wynne): An inmate attempted to escape but was located on the roof. The minimum custody inmate was missing at 6:45pm during count. Unit Administrators didn't put out an escape notice until 8:30pm, approximately 2 hours after he was first reported missing. He was not located until 11:45pm. (The Huntsville Item)
- 9/22/2000 (McConnell): 42 year old inmate was found dead in his cell Friday morning after an apparent suicide. A sheet was tied around his neck and then tied to an air vent.
- 9/19/2000 (Moore): An inmate escaped and was missing for about five hours. He was caught as he was walking back towards the unit. He claimed he was lost.
- 9/8/2000 (Hughes): An inmate stabbed another inmate during the breakfast meal. The unit was placed on partial lockdown. Some reports indicate possible gang violence.
- 8/27/2000 (Coffield): A Hispanic inmate stabbed another Hispanic inmate.
- 8/24/2000 (Hightower): Hispanic male was severely stabbed while in his cell. The inmate was transported by Careflight to the hospital after being stabbed about 20 times.
- 8/18/2000 (Gatesville): A hostage situation was reported in which an offender was holding another offender hostage. One of the offenders was cut and/or stabbed.
- 8/14/2000 (Robertson): A female employee was sexually assaulted by a prison gym orderly. The inmate who was serving a life sentence apparently committed suicide shortly after the attack.
- 8/8/2000 (Wynne): An inmate escaped driving tractor-trailer cab while avoiding gunshots from prison guards and smashed through a prison fence, then left the truck on an airport runway before fleeing in another vehicle believed driven by his wife. The Wynne Unit escapee and his wife were located by officers using tracking dogs under a tree near Lost Indian Camp Road in northern Walker County. The inmate reportedly had to be taken by force while his wife willingly surrendered to authorities.
- 8/5/2000 (Gatesville): Female inmate stabbed after an argument with another. One of the offenders removed a pin from the recreation yard weight lifting equipment and stabbed the other offender several times in the head.

- 7/2000 (Garza East): Female officer was assaulted as she came out of an officer's restroom. The officer had a massive heart attack during the assault and has not been able to return to work.
- 7/20/2000 (Coffield): A fight erupted between inmates after a fire was started by one of those groups. An attempt to get them stop failed after the 37mm gas gun would not discharge. Guards then threw a hand grenade and order was restored.
- 7/18/2000 (Hobby): Sergeant struck with drinking pitcher while pat searching closed custody offenders during a meal turnout. The female SGT was assisting other officers with the feeding of these offenders when one inmate grabbed a pitcher and hit the SGT several times in the head. Reported a number staple type sutures were required to close the injury sustained by the SGT.
- 7/17/2000 (Terrell): A Texas prison inmate found dead in his cell Monday night is believed to have been killed by another inmate. The body of a 27-year-old inmate was found lying on the floor of his cell by correctional officers who were making a routine cell check at about 9:30 p.m. Monday. A shoestring was tied around his neck.
- 7/17/2000 (Coffield): A large gang fight on the Recreation Yard between members of two black gangs. Reportedly no officers were hurt but several inmates were hurt pretty bad. The unit is said to be about 200 officers short.
- 7/6/2000 (McConnell): Four prison gang members were injured, one with 14 stab wounds, when inmates from a rival gang jumped them in a planned attack. After the attack, guards locked all of the prison's inmates in their cells and, during an initial search, found two homemade knives, 7 and 8 inches long.
- 7/3/2000 (Walls): A correctional officer was injured by an inmate who attempted to sexually assault her at the Huntsville (Walls) Unit. The female officer was forced into a unit utility closet by an inmate who attempted to sexually assault her while threatening to cut her with a single-edged razor blade. The CO began to yell and struggle with the inmate and eventually he grabbed her by the throat and began choking her. The two fell to the ground where he began to knock the officer's head against the floor. Another inmate entered the cell block and saw the two fighting. That inmate was able to distract the aggressive inmate long enough for the officer to get away. On Tuesday, the 4th, the officer was taken by family members to a Bryan area hospital after she complained of blurred vision and uncontrollable shaking. (The Huntsville Item)
- 7/3/2000 (Telford): Corrections officer assaulted while searching an offender's cell while he showered. The inmate returned to the cell,

entered, and struck the officer. The officer fought back, but his knee gave out. He fell, but tried to get up. The inmate rushed him causing his knee to give again. The officer was pinned down and the inmate worked him over. A sergeant helped rescue the officer. Both were taken to the hospital with injuries.

- 6/30/2000 (Stiles): A female officer was assaulted in the hall of 8 Bldg. She was handing out ID's to incoming inmates. An offender walked up to her, got in her face, she put her arm out to regain her space and he grabbed her arm. She hit him several times in the torso and face, he then hit her several times in the face. She now has a fractured arm, and blurry vision.
- 6/30/2000 (Telford): Two corrections officers were injured after being assaulted by an inmate Friday at the Barry Telford Unit. One of the officers was taken to a local hospital with non-life-threatening injuries, while the other officer was treated for minor injuries at the unit's infirmary.
- 6/20/2000 (Stiles): An officer walking the hallway, from 4 bldg, when several offenders assaulted him. He wasn't seriously hurt but was bruised up.
- 6/15/2000 (Eastham): Taken hostage were Texas Department of Criminal Justice employees: a disciplinary hearing officer; a counsel substitute; and correctional officer. An inmate restrained the men using his state-issued pants and a raincoat he found hanging in the disciplinary office. He then left the room to head into an adjacent office and at that time, the officer shut the door separating the two rooms. A cell extraction team quickly moved in to remove the hostages and secure the inmate, who was described by TDCJ officials as "very combative" during the incident.
- 6/13/2000 (Connally): A prison inmate using a piece of metal ripped from a door and sharpened to a point stabbed a correctional officer six times Tuesday, the second attack on an officer at the prison in Kenedy in less than a week. The officer was leading several inmates to lunch in the cafeteria of the Connally Unit when an inmate serving a 65-year sentence for aggravated robbery, struck the CO from behind. When he turned to defend himself, the CO was stabbed several times with a nine-inch metal rod before six other officers responded to the commotion.
- 6/11/2000 (Neal): A 43 year old inmate pronounced (dead?) at hospital. He showed no outward signs of trauma and was not complaining of medical problems.
- 6/9/2000 (Terrell): A 78 year old volunteer chaplain, was assaulted when his arm was nearly cut off by a death row inmate. A prison spokesman says the inmate pulled chaplain's arm into the cell, tied a sheet around it and began cutting with razor blades.

- 6/7/2000 (Connally): A female officer is attacked by an inmate during a cell search in the Connally Unit. The officer, who was transported to an area hospital, suffered facial fractures, swelling around her brain and had most of her teeth knocked out in the attack. A subsequent search of his cell, however, turned up a 6-inch shank — a homemade knife — hidden inside a plastic baby powder bottle.
- 5/30/2000 (Hobby): Female offender escapes from Hobby Unit in Marlin when she walked away from the dog kennel where she worked as a handler. Offender claimed she got lost.
- 5/28/2000 (Telford): An inmate-on-inmate murder at the Telford Unit occurred when a 40 year old inmate died after he was allegedly beaten and stabbed by a 28 year old inmate, in the prison's dayroom. The assailant apparently used a 6-inch sharp instrument and a 4-inch rock to assault his victim.
- 5/24/2000 (Clemens): Eighteen-year-old inmate was fatally stabbed. He was repeatedly [stabbed] with a sharpened eight-inch metal rod.
- 5/19/2000 (Estelle): A correctional officer was stabbed in the shoulder with a nine-inch metal rod at the Estelle Unit near Huntsville.
- 5/13/2000 (Robertson): An inmate was killed in an apparent fight with another inmate. The inmate was taken to the prison infirmary after he was hit by his cellmate and stopped breathing. He was struck either in the head or upper body and collapsed in his cell.
- 4/28/2000 (Dominguez State Jail): Two offenders escaped from work detail 15 miles northwest of the jail. Shortly after running from the work site they were spotted being picked up by an accomplice in a vehicle.
- 4/2000 (Connally) The Connally Unit was locked down after eight inmates assaulted three officers. Two officers were treated for minor injuries; none of the inmates was injured.
- 4/26/2000 (Montford): Two inmates jumped two prison guards while being escorted back to their cell from their morning showers. They took a nurse hostage, holding her for about 10 hrs. She was released unharmed. Both officers were cut with shanks, or handcrafted knives, and taken to a local hospital with non-life threatening injuries.
- 4/25/2000 (Smith): While an audit is underway at the prison to redress complaints about understaffing problems, a melee between two inmates at the Smith Unit leads to a riot among 300 black and Hispanic inmates. One inmate was killed when he was struck with a pickax. The riot began after a fight in the unit's mess hall between a black inmate and a Hispanic inmate when one of the two fondled himself in front of a female guard. Prisoners broke into utility and equipment closets to grab weapons, and set small fires using cereal boxes. They used broken broom sticks,

garden hoes, glass shards and metal pieces from a fence to attack each another. A number of inmates suffered severe cuts when they tried to escape and got tangled in razor wire. Three guards were injured. One was hit over the head with a shovel, another burned his hand when a gas grenade exploded and another was hit in the arm by an inmate wielding a hoe. One of the prison's kitchens was gutted by fire in the melee. A total of 300 correctional officers helped end the fight.

- 4/22/2000 (Hughes): An inmate holds a nurse hostage at the Alfred Hughes Unit. The nurse was beaten. The offender walked into the nurses' station, grabbed the female nurse and slammed her head against the floor. After a 30-minute standoff, prison guards shot the inmate with a rubber ball grenade. The nurse received cuts to her head, and complained of pain in her neck and back.
- 4/22/2000 (Hughes): Unofficial reports indicate that an officer was stabbed with a pencil.
- 4/14/2000 (Clements): An inmate holds a corrections officer hostage for seven hours in a room in the kitchen area at the William P. Clements Jr. Unit before surrendering. The guard was not hurt. It was the second time in as many months that a female corrections officer was held hostage in a Texas prison.
- 4/12/2000 (Telford): Inmate killed by fellow inmate after the two reportedly began fighting during a morning shower. Prison officials recovered a 7-inch homemade knife, or shank, they believe was used to kill the inmate as he left the shower area. The inmate suffered puncture wounds to the left arm and chest as well as a stab wound to the neck that severed his carotid artery. The inmate also appeared to have been beaten on the head.
- 3/16/2000 (Coffield): An inmate was stabbed to death at the Coffield Unit near Palestine. Texas prison officials say dental floss helped an inmate escape from his cell. They say he used the floss or some other plastic-coated string to painstakingly cut through the bars of his cell. Once free, officials say one inmate killed another inmate. They say he crawled out from under his cell bars and stabbed the victim as he was being escorted to the shower by guards.
- 3/14/2000 (Walls): Before convicted death row inmate Ponchai Wilkerson is executed, he spit out a handcuff key as lethal drugs started to take effect in the death chamber.
- 3/5/2000 (Stiles): An inmate takes a female psychologist and a female clerk hostage. The assistant warden was stabbed or sliced while aiding in the rescue of the psychologist. The inmate had a shank and pulled the

women into an exam room. The Asst. Warden was stabbed in the arm and abdomen, while the Captain was cut on the arm.

- 2/28/2000 (McConnell): An inmate was asked to leave the GED class the instructor discovered him masturbating during the class. A correctional officer took the inmate from the class. As a correctional officer began to write up the paperwork on the incident, he returned to the class. When the instructor refused to readmit him, he pushed her to the ground.
- 2/22/2000 (Telford): Two inmates escaped from their locked cell and assaulted another inmate with a can inside a sock.
- 2/21/2000 (Terrell): Two death-row inmates hold a female corrections officer hostage for more than 12 hours at the Terrell Unit before surrendering.
- 1/26/2000 (Robertson): Two offenders at Robertson Unit broke out of their cells and began fighting.
- 1/15/2000 (Byrd): A corrections officer is stabbed with a pencil in the stomach with a sharpened pencil during breakfast at the Byrd Unit.
- 1/4/2000 (Neal): Three correctional officers were sent to a hospital with minor injuries after breathing smoke Tuesday from a laundry room fire. The fire appears to have originated in one of the dryers.

B. The Interview with Mr. Halprin and, in his own words, the motivation for his participation in the successful escape of December 13, 2000. The interview took place October 8, 2001.

Despite the violent and dangerous conditions in Texas prisons, and in particular, the Connally Unit, Mr. Halprin avers that these conditions played little or no role in his motivation to escape.

Our reason for interviewing Randy was to link the oppressive jail conditions as the main motivating factor for his jailbreak. Randy told us about his prison experience in the Connally Unit, his involvement in the jailbreak plan, and the aftermath.

Randy was transferred from the Choice Moore Jail to the Connally Prison Unit. The Choice Moore Jail offered "no risk" and Randy never saw any fighting or abuse taking place there. A guy in the county jail gave Randy the "heads up" on what life would be like for him when he transferred to Connally. He told Randy to mind his own business, don't get involved in a prison gang, and to stick up for himself and people would respect him.

The initiation for a new inmate was called "checking." Once transferred to Connally, Randy went about 2 weeks before being

confronted by gang members. They asked Randy, "Who are you down with?" They wanted to know which gang Randy was a part of. He stated that he was not part of a gang and had no intention of being in one.

Randy was a nonviolent person and did not believe in the racist attitude publicized by each gang. This is when he had his only fight in prison. He said there was a guarded place where him and another inmate went and fought (only with fists) for about 3 minutes. **After this fight, Randy never feared for his own safety.** He knew that he had to stick up for himself or he would be forced to pay for protection like many other inmates. The inmates paid for protection through commissary or sexual favors. After the fight, Randy was left alone and never confronted by any gangs or other inmates again. He said that being Jewish was a good thing because he did not fit into any social group – Blacks/Whites/Mexicans. He pretty much minded his own business and stuck to himself. Randy was reprimanded once for his conduct in Connally when he was caught with an extra sheet on his bed.

Randy talked about the gangs basically running the prison and not the guards. The gangs were broken up into: the Aryan Circle/Aryan Brotherhood, Crypts/Bloods and the "Mexican Mafia" which was the most feared gang and consisted of Mexicans mostly from the San Antonio area. One reason the Mexican Mafia had so much power within the prison is

because Randy believed that there were prison guards who were actually in the gang. He said that most fights were between gangs of the same racial make-up and rarely between different races. The "Mexican War – 1999" was between rival Mexican gangs and Randy witnessed 2 people beaten to death. The gangs would put canned goods in socks or towels and use them as weapons to beat the person. He said that everyone was "locked down" for about 3 months for this incident. During lockdown, a prisoner was only allowed to leave his cell for about 5 minutes to take a supervised shower in shackles.

Randy made sure he never talked with other prisoners or guards about his reason for being in prison. He also chose not to speak about his childhood or the wealth of his parents. Randy feared that people would think he had money if they knew of his upper-class background. He also did not want someone alerting a friend on the outside – resulting in harm against his family. If asked what he was in for, Randy would just say, "I don't talk about it," and the guy would leave him alone. He did talk to a few people in prison and one of the men was Rivas' cellmate Turtle.

The connection between Randy and George Rivas was through Rivas' cellmate Brain Calhoun – a.k.a "Turtle. " Randy and Turtle used to talk a lot and Rivas took an interest in Randy when he found out that Randy believed in the Jewish faith. This intrigued Rivas because he was a strict Christian. They

constantly discussed religion and what they would do different and change about their lives if given the opportunity. Randy enjoyed these intellectual conversations because it gave him a chance to "wander" from the reality of his prison sentence.

Rivas came first to Randy about plans for a jailbreak. The jailbreak plan took about 6 ½ months to come to complete. The most important aspects were getting the right people involved who knew the jail system and the way it worked. Rivas would come to Randy and ask him about each individual and what knowledge they could add to the jailbreak. The only guy Randy knew prior to Rivas' introduction was Rodriguez. They were both Jewish and often attended the same services during the religious holidays. Newbury seemed to be the main cog because he knew the ins/outs of the prison. He knew exactly when/where/how all the activities of the prison were managed. None of the men were in gangs, which made it easy for them to trust each other. Randy did not want a person involved who was in a gang because he believed their plan would be leaked. Therefore, not being involved in a prison gang was a criterion for being involved in the plan.

Rivas "pulled strings" to get Randy and the other guys maintenance jobs. These jobs were more laid back and coveted than Randy's kitchen detail job. The maintenance jobs allowed the "gang" to discuss plans about their jailbreak and spend more time getting to trust each other. Pat Mochogama (TDC

Employee) was Randy's supervisor in maintenance and he claims to have had a good working relationship with him.

They tried getting "shanks" to use against the cards, but found it difficult in procuring one for each man. Randy also claimed he was against a violent attack on the guards and did not want anyone being hurt. They mostly worked on holding techniques and other forms of hand-to-hand combat should they run into any trouble with the guards during the escape. Randy claims that during the jailbreak he was always in the office and the only thing he did was tie up one of the guards legs with rope. He adamantly states that he was not the one who took over the tower.

Randy struggled with the jailbreak plan because he was worried about "other" people getting hurt, and knew the risks he would be taking. He stayed in his cell about 3-4 days just weighing the positives and negatives about another 25 years in prison. Randy believes that he did not have any chance of parole. He figured that his violent crime against a child would keep him locked up for the duration of his sentence. The final straw was the he was "fed up with the system." He did not agree with the way the prison system conducted itself. He also thought that he would be too old to "start life" when he finally was free.

Randy challenges any reporter or news service to produce the letter stating, " You haven't seen the last of us," which he has been charged with

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**EXCLUSION OF MEXICAN-AMERICANS FROM DALLAS COUNTY GRAND
JURIES**

FAIR CROSS SECTIONS AND DISTINCTIVE GROUPS:

The equal protection clause of the United States Constitution guarantees every defendant the right to be tried by a jury consisting of a fair cross section of their community. The decision in *Glasser v. United States*,¹ read the Sixth Amendment as requiring that every jury be composed of a representative cross section of the community in which they reside. This right was extended to stated in *Duncan v. Louisiana*,² and seven years later in *Taylor v. Louisiana*,³ the United States Supreme Court recognized the “fair cross section” requirement as “fundamental to the jury trial guaranteed by the Sixth Amendment.”⁴

Only two years after *Taylor*, the United States Supreme Court decided in *Castaneda v. Partida*,⁵ that Mexican Americans were an identifiable class and were thus entitled to protection under the equal protection clause regarding their representation on juries. Although the Supreme Court proscribed discrimination based on race in cases like *Castaneda*, potential juries in Dallas county are drastically unrepresentative of Mexican American Jurors.

To prove a prima facie case of discrimination under the Equal Protection Clause, a defendant must prove the following:

- 1) the group is one that is a recognizable, distinct class, singled out for different treatment under the laws, as written or applied;

¹ *Glasser v. United States*, 315 U.S. 60 (1942)

² *Duncan v. Louisiana*, 301 U.S. 145 (1968)

³ *Taylor v. Louisiana*, 419 U.S. 522 (1975)

⁴ *Id.*

⁵ *Castaneda v. Partida*, 430 U.S. 482 (1977),

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Regan Williams

- 2) the degree of underrepresentation must be proved, by comparing the proportion of the group in the total population called to serve as grand jurors, over a significant period of time; and
- 3) a selection procedure that is susceptible of abuse or is not racially neutral supports the presumption of discrimination raised by the statistical showing.⁶

Federal courts have held that disparities greater than 10 percent is sufficient to meet the test for underrepresentation, and, therefore, are in violation of the Sixth Amendment. The statistics for Dallas County show that of the 2,218,899 residents, 29.9 percent of those are of Hispanic or Latino origin.⁷ A two year review of the Dallas County Grand Jury reveals that of _____ grand jurors, only _____ are Hispanic, or _____ percent. (Note: we have the information on the grand jury that indicted Randy Halprin and it does not reveal any names that appear Hispanic; however, we have subpoenaed the records going back two years and are waiting for this these records to be produced).

Case law established that Mexican Americans are a recognizable class and the survey done shows that in relation to population statistics, Hispanics are wholly underrepresented in Dallas County Grand Jury pools. The third factor that must be proven to show a prima facie case of discrimination is that the election procedure is susceptible to abuse or is not racially neutral. The survey certainly shows that the current selection system is not adequately drawing Hispanics to serve on grand juries in Dallas County.

The United States Supreme Court has proscribed discrimination based on race when drawing a jury pool.⁸ Even with Sixth Amendment protections, Hispanics in the Dallas area are

⁶ *Hernandez v. State of Texas*, 24 S.W.3d 846, 849 (Tex.App.—El Paso 2000).

⁷ United States Census Bureau 2000.

⁸ *Taylor*, 419 U.S. at 527.

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being deprived of both the chance to sit on grand juries as well as the right to be judged by a fair cross section of their peers. The system, although racially neutral on its face, provides no protections for Hispanic residents in Dallas County.

GRAND JURY SERVICE IN TEXAS and DALLAS COUNTY.

Under Texas law, grand juries operate as units of the district court and the district judges have responsibility for initiating and supervising the procedure by which grand juries are formed.

The Dallas County grand jury is selected by one of two methods: (1) the “commissioner method”⁹; or (2) prospective grand jurors may be selected and summoned in the same manner as is used for panels of prospective jurors for the trial of civil cases.¹⁰

If the grand jury “commission method” is used, the district judge selects and swears in three to five commissioners, after assuring that they meet the statutory qualifications for the position. Among those qualifications are that the commissioners “[b]e residents of different portions of the county”¹¹ and that service as a commissioner will not result in the person acting as a grand jury commissioner more than once in the same year.¹²

The Commissioners are to select not less than 15 nor more than 20 persons to be summoned for grand jury service, with the objective – insofar as possible – of assuring a grand jury that represents a broad cross-section of the population of the county, considering race, sex and age.¹³ The written list of prospective grand jurors is to be certified and signed by the commissioners, place in a sealed envelope and delivered to the district judge,¹⁴ who is to in turn deliver it unopened to the clerk.¹⁵ Before the delivery, the judge is to administer an oath in open court to the clerk and each of his deputies, obligating them not to open the envelope or to converse with those selected about cases that may come before the court or the jury.¹⁶

⁹ Vernon’s Ann. C. Cr. P. art. 19.01(a)

¹⁰ Vernon’s Ann. C. Cr. P. art. 19.01(b).

¹¹ Vernon’s Ann. C. Cr. P. art 19.01(a)(4).

¹² Vernon’s Ann. C. Cr. P. art 19.01(a)(5).

¹³ Vernon’s Ann. C. Cr. P. art. 19.06.

¹⁴ Vernon’s Ann. C. Cr. P. art. 19.09.

¹⁵ Vernon’s Ann. C. Cr. P. art. 19.10.

¹⁶ Vernon’s Ann. C. Cr. P. art. 19.11.

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The judge is to notify the clerk of a date, upon or after the first day of the term, for impaneling the grand jury.¹⁷ Within thirty days of that date, the clerk is to open the envelope and provide the sheriff with a copy of the list certified with the court seal.¹⁸ The sheriff is then to summon the persons listed.¹⁹

On the day set for impaneling the grand jury, if less than twelve persons appear, the court may order the sheriff to summon additional persons to complete the twelve required.²⁰ When twelve or more are present, the court is to test their qualifications as grand jurors.²¹ The judge may also excuse for certain hardship reasons qualified jurors.²² Jurors are not to be accepted if they are found not to be qualified, or if they are shown not to be of sound mind or of good moral character.²³

When twelve acceptable grand jurors are identified – unless there has been a challenge – the court is to impanel them as a grand jury.²⁴ There is no specific requirement that the judge take the first twelve acceptable persons on the list, but the Court of Criminal Appeals has observed that such a requirement has, “by custom and tradition,” become “a part of the Texas statutory grand jury system.”²⁵ Failure to follow this, however, is “only an irregularity,” which –

¹⁷ Vernon’s Ann. C. Cr. P. art. 19.13.

¹⁸ Vernon’s Ann. C. Cr. P. art. 19.13.

¹⁹ Vernon’s Ann. C. Cr. P. art. 19.14.

²⁰ Vernon’s Ann. C. Cr. P. art. 19.18.

²¹ To be qualified, a person must meet the following:

1. be a citizen of the state and county;
2. be qualified to vote in the county;
3. be able to read and write;
4. never have been convicted of a felon; and
5. not be under indictment “or other legal accusation” for theft or a felony.

Vernon’s Ann. C. Cr. P. art. 19.08.

²² See Vernon’s Ann. C. Cr. P. art. 19.25.

²³ Vernon’s Ann. C. Cr. P. art. 19.24.

²⁴ Vernon’s Ann. C. Cr. P. art. 19.26.

²⁵ *Ex Parte Becker*, 459 S.W.2d 442, 444 (Tex.Crim.App. 1970).

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at lease in the absence of a showing of harm or prejudice – will not render resulting indictments “void ipso facto.”²⁶

CHALLENGES DUE TO DISCRIMINATION IN SELECTION OF THE GRAND JURY

A defendant’s claim that discrimination prohibited by the federal constitution was used in selection of the indicting grand jury must, as a general rule, be raised by a challenge to the array. A defendant seeking to raise such a claim by a motion to set aside the indictment must bring himself within the rule that a challenge to the array is not necessary if the defendant did not have a fair opportunity to raise such a challenge.

In *Muniz v. State*²⁷ the Court of Criminal Appeals held that a claim of systematic exclusion of Mexican-Americans from the indicting grand jury must be raised by a challenge to the array. Where it is not and the defendant fails to show lack of an opportunity to challenge the array, a defendant is barred from raising the matter by a motion to set aside.²⁸ *Muniz* did not explain the implications of article 19.30’s plain language – that a challenge to the array does not lie on the ground that racial or other protected groups were excluded from the grand jury.

Muniz remains controlling law.²⁹ A motion to set aside on selection discrimination grounds, then, requires that the defendant establish lack of an opportunity to raise the matter by a challenge to the array.

In *Cerda v. Texas*,³⁰ however, the defendant challenged the Hale county grand jury on the basis that it denied him equal protection of the law. The defendant established a prima facie case that there had been a substantial underrepresentation of Mexican-Americans, that went un rebutted. In *Cerda* the court of appeals acknowledged that Mexican-Americans were an

²⁶ 459 S.W.2d at 445.

²⁷ 573 S.W.2d 792 (Tex.Crim.App. 1978).

²⁸ 573 S.W.2d at 795-96.

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identifiable class. The Court of Appeals accepted the defendant's evidence the population of Hale County was 38.03%, that the venire for grand jury service was 25% Mexican-American, but only 16.67% of the grand jurors selected were Mexican-American. Based on the figures the Court of Appeals concluded that the State had a burden to rebut the evidence of apparent discrimination. Because the State failed to do so, the Court of Appeals reversed the conviction and ordered the indictment dismissed.

²⁹ *Bird v. State*, 692 S.W.2d 65, 76 (Tex.Crim.App. 1985); *Rodriquez v. State*, 597 S.W.2d 917, 918-19 (Tex.Crim.App. 1980). *Muniz v. State*, 672 S.W.2d 804, 807-808 (Tex.Crim.App. 1984).

³⁰ 644 S.W.2d 875 (Tx. Ct. App. Amarillo 1982).

DALLAS COUNTY GRAND JURY B-2
JANUARY TERM, 2001
282ND JUDICIAL DISTRICT COURT
JUDGE KAREN GREENE

MRS. MARGARET BATES	2516 EARLCOVE DRIVE DALLAS, TX 75227
SANDRA SEIDENFELD	5017 SWISS AVENUE DALLAS, TX 75214
MR. RUDOLPH EPPLER, JR.	13640 WILLOW BEND ROAD DALLAS, TX 75240
MR. LARRY L. GREEN (FOREMAN)	1501 NORTHRIDGE DRIVE CARROLLTON, TX 75006
MRS. JANICE MARQUEZ (ASST. FOREMAN)	2207 CROCKETT DRIVE CARROLLTON, TX 75006
ANITA YVONNE BELL	3225 CANTURA DRIVE MESQUITE, TX 75181
MRS. SHANNON BURK	7217 ASHINGTON DRIVE DALLAS, TX 75225
MRS. KAREN HARMS	1510 ARCHERY LANE GARLAND, TX 75044
MR. BILLY RAY BELL	2638 BRADY LANE GRAND PRAIRIE, TX 75052
MS. ANN M. GILBERT	7236 MEADOW LAKE AVENUE DALLAS, TX 75214
MRS. LILIA E. DYESS	1705 QUAIL DRIVE GARLAND, TX 75040
MS. PAULINE WILLIAMS	7150 E. GRAND AVE. #1312 DALLAS, TX 75223
MS. JOYCE WILLIAMS (ALT)	1562 CHAPMAN DRIVE LANCASTER, TX 75134
ODESSA WARFIELD (ALT)	7406 KENWELL STREET DALLAS, TX 75209

Table DP-1. Profile of General Demographic Characteristics: 2000

Geographic Area: Dallas County, Texas

[For information on confidentiality protection, nonsampling error, and definitions, see text]

Subject	Number	Percent	Subject	Number	Percent
Total population.....	2,218,899	100.0	HISPANIC OR LATINO AND RACE		
SEX AND AGE			Total population.....	2,218,899	100.0
Male.....	1,108,200	49.9	Hispanic or Latino (of any race).....	662,729	29.9
Female.....	1,110,699	50.1	Mexican.....	531,115	23.9
Under 5 years.....	181,951	8.2	Puerto Rican.....	5,534	0.2
5 to 9 years.....	175,763	7.9	Cuban.....	3,624	0.2
10 to 14 years.....	165,025	7.4	Other Hispanic or Latino.....	122,456	5.5
15 to 19 years.....	161,126	7.3	Not Hispanic or Latino.....	1,556,170	70.1
20 to 24 years.....	172,678	7.8	White alone.....	983,317	44.3
25 to 34 years.....	399,345	18.0	RELATIONSHIP		
35 to 44 years.....	364,860	16.4	Total population.....	2,218,899	100.0
45 to 54 years.....	265,493	12.0	In households.....	2,185,429	98.5
55 to 59 years.....	88,600	4.0	Householder.....	807,621	36.4
60 to 64 years.....	65,186	2.9	Spouse.....	378,411	17.1
65 to 74 years.....	98,454	4.4	Child.....	675,774	30.5
75 to 84 years.....	60,064	2.7	Own child under 18 years.....	534,505	24.1
85 years and over.....	20,354	0.9	Other relatives.....	192,865	8.7
Median age (years).....	31.1	(X)	Under 18 years.....	71,189	3.2
18 years and over.....	1,599,868	72.1	Nonrelatives.....	130,758	5.9
Male.....	791,709	35.7	Unmarried partner.....	40,759	1.8
Female.....	808,159	36.4	In group quarters.....	33,470	1.5
21 years and over.....	1,502,511	67.7	Institutionalized population.....	23,633	1.1
62 years and over.....	215,722	9.7	Noninstitutionalized population.....	9,837	0.4
65 years and over.....	178,872	8.1	HOUSEHOLD BY TYPE		
Male.....	70,961	3.2	Total households.....	807,621	100.0
Female.....	107,911	4.9	Family households (families).....	533,613	66.1
RACE			With own children under 18 years.....	283,142	35.1
One race.....	2,158,975	97.3	Married-couple family.....	378,411	46.9
White.....	1,294,769	58.4	With own children under 18 years.....	196,493	24.3
Black or African American.....	450,557	20.3	Female householder, no husband present.....	113,881	14.1
American Indian and Alaska Native.....	12,499	0.6	With own children under 18 years.....	68,766	8.5
Asian.....	88,369	4.0	Nonfamily households.....	274,008	33.9
Asian Indian.....	23,752	1.1	Householder living alone.....	220,183	27.3
Chinese.....	12,094	0.5	Householder 65 years and over.....	47,782	5.9
Filipino.....	6,617	0.3	Households with individuals under 18 years.....	318,008	39.4
Japanese.....	2,193	0.1	Households with individuals 65 years and over ..	129,119	16.0
Korean.....	9,303	0.4	Average household size.....	2.71	(X)
Vietnamese.....	21,355	1.0	Average family size.....	3.34	(X)
Other Asian ¹	13,055	0.6	HOUSING OCCUPANCY		
Native Hawaiian and Other Pacific Islander.....	1,277	0.1	Total housing units.....	854,119	100.0
Native Hawaiian.....	302	-	Occupied housing units.....	807,621	94.6
Guamanian or Chamorro.....	308	-	Vacant housing units.....	46,498	5.4
Samoan.....	233	-	For seasonal, recreational, or		
Other Pacific Islander ²	434	-	occasional use.....	2,564	0.3
Some other race.....	311,504	14.0	Homeowner vacancy rate (percent).....	1.3	(X)
Two or more races.....	59,924	2.7	Rental vacancy rate (percent).....	6.3	(X)
Race alone or in combination with one			HOUSING TENURE		
or more other races: ³			Occupied housing units.....	807,621	100.0
White.....	1,343,900	60.6	Owner-occupied housing units.....	424,847	52.6
Black or African American.....	462,609	20.8	Renter-occupied housing units.....	382,774	47.4
American Indian and Alaska Native.....	22,777	1.0	Average household size of owner-occupied units.....	2.86	(X)
Asian.....	98,563	4.4	Average household size of renter-occupied units.....	2.54	(X)
Native Hawaiian and Other Pacific Islander.....	2,920	0.1			
Some other race.....	350,798	15.8			

- Represents zero or rounds to zero. (X) Not applicable.

¹ Other Asian alone, or two or more Asian categories.² Other Pacific Islander alone, or two or more Native Hawaiian and Other Pacific Islander categories.³ In combination with one or more of the other races listed. The six numbers may add to more than the total population and the six percentages may add to more than 100 percent because individuals may report more than one race.

Source: U.S. Census Bureau, Census 2000.

In Memoriam:
September 11, 2001



U.S. Census Bureau

United States Department of Commerce

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Helping You Make Informed Decisions

Profiles of General Demographic Characteristics

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Issued May 2001

2000 Census of Population and Housing
Texas



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Donald L. Evans,
Secretary

**Economics
and Statistics
Administration**
J. Lee Price,
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U.S. CENSUS BUREAU
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USCENSUSBUREAU

Helping You Make Informed Decisions

MEMORANDUM

TO: PROFESSOR REED
FROM: ALAN ROSENBERG AND KEVIN WRIGHT
DATE: NOVEMBER 14, 2001
RE: THE EFFECTS ADOPTION HAD ON RANDY HALPRIN

I.

ISSUE

Many individuals who are adopted at birth or at an early age experience difficulties throughout their adolescent and adult years. These types of problems can effect attachment, attribution, and various forms of cognitive development. Randy Halprin was adopted at the age of 5. A possible mitigating factor for his case is whether his adoption created these types of psychological effects on Randy.

II.

ANSWER

Unfortunately for his case, Randy Halprin's adoptive family was described as being loving, caring, and supportive during his adolescence. Randy did not have difficulty connecting with anyone, and in fact, had a great relationship with his adoptive father and even a neighbor. While this, of course, is good to hear, it is not beneficial to Randy's defense.

III.

OTHER CONSIDERATIONS

The factual background provided in this memorandum was obtained by interviewing Randy himself. He, of course, did not know exactly what we were hoping to hear in relation to the effects of his adoption. Randy seemed as though he was attempting to be as positive as he could about his past, especially about the relationships he had with various individuals.

IV.

FACTS

In our time with Randy, we probed very deeply into his upbringing and his feelings resulting from it. Randy informed us that he has very few memories of his biological parents, all of which are traumatic in nature. Aside from these memories, all he has is a photo album, which was put together by his adoption caseworker. In this photo album he is smiling only in the pictures with his biological mother, which leads him to believe that he did not like his biological father.

Randy had a quite different relationship with his adoptive family. Randy and his father were very close, they had a great relationship. He confided in his father and felt very comfortable and close to him. He and his father would sit for at least an hour everyday when Randy came home from school and talk about what was going on in each other's lives. Later on, Randy's drug use began to put a strain on his relationship with his father. Randy was too ashamed to tell his father for fear of disappointing him. They continued to remain close, however, even after Randy moved to Kentucky for school.

At school, Randy excelled in his courses and became involved in music. He had plans of one day becoming a high school music teacher. However, Randy's drug use eventually led to him being expelled from school. Upon returning home, Randy's father informed him that he was no longer welcome in the family home because he was too much trouble. At the time, his father was having heart problems, which Randy believes contributed to his father's decision not to allow him back. Randy then began roaming from home to home and living in various homeless shelters.

After the incident with the child occurred, Randy went to prison. He was scared to death. While he managed to keep to himself in prison, his friend Turtle was considering joining a prison gang. While trying to convince Turtle not to join the gang, Randy became friends with Turtle's cellmate Rivas, who too, was trying to convince Turtle not to join the gang.

Rivas and Randy soon became close friends. They sat and talked for hours, sharing one another's religious views and beliefs. They achieved a mutual respect for one another and, according to Randy, viewed one other as equals. It was Rivas who approached Randy with the escape plan in its infant stage. The two then spent hours discussing plans for escape. In fact, Rivas came to Randy with names of other inmates whom he believed would be beneficial to bring along, asking Randy's opinion of each of the escapees.

After the escape, Randy began to disagree with Rivas and the other inmates about their plans and views on how to handle things. The before-discussed plans of getting on the right track and starting a new life no longer existed for the others. Greed set in and the others, with the exception of Harper, began planning to commit further robberies in

order to get more money. Randy, however, was waiting for falsified identification documents so that he could travel to Seattle and enroll in college, with hopes of becoming a music teacher.

Randy claims he did not participate in any of the robberies, with the exception of Oshman's, which he claims he tried to convince Rivas not to rob. After being shot in the foot during the Oshman's robbery, Randy chose to sit in the RV and listen to music through headphones, trying to ignore the discussions of future bank robberies and the killing of officer Hawkins.

Randy informed us that he has spent countless hours thinking, trying to find some type of subconscious grief or feelings that resulted from his adoption. He, however, believes he had a good childhood and was fortunate to have such loving and caring adoptive parents.

V.

DISCUSSION

Researchers have studied the effects of adoption for decades. Studies have found various forms of psychological effects on adopted children ranging widely from personality trait disorders to adolescent adjustment reaction. Research suggests that adopted children are referred for psychological treatment two to four times as frequently as their non-adopted peers. They typically exhibited behavior characterized as impulsive, provocative, aggressive, and antisocial. Several different theories for these types of behavior exist, including, but not limited to, attachment theories, attribution theories, and cognitive-developmental theories.

A. ATTACHMENT THEORY

1. Psychological Research

An attachment may be defined as an affectional tie that one person forms between himself and another specific person – a tie that binds them together in space and endures over time.¹ Attachment provides a frame of reference and the security necessary for a child to learn. It also provides a major incentive in the acquisition of socially appropriate behavior. The desire to gain the approval of significant adults is a powerful motivation in learning to control equally powerful but less desirable urges.² One study found that attachment helps a child in the following ways: attain full intellectual potential; sort out what he or she perceives; think logically; develop a conscience; become self-reliant; cope with stress and frustration; handle fear and worry; develop future relationships; and reduce jealousy.³

Attachment relationships develop gradually over the first six to eight months of life.⁴ According to studies, the roots of secure attachment lie in the caregiver's responsiveness to the needs of the infant. These attachment relationships in infancy have long-term consequences for the psychological and relational functioning of the individual child. "The implications of attachment theory for the study of adoption are profound, especially for infants who were adopted when they were 'older.'" *Id.* The theory is that since the attachment relationship develops gradually over the first six to eight months,

¹ DAVID M. BRODZINSKY ET AL., *THE PSYCHOLOGY OF ADOPTION*, 167-186 at 170 (1990).

² Nicola Atwool, *Attachment as a Context for Development: Challenges and Issues* (last modified Sept. 19, 2001) http://www.otago.ac.nz/Web_menus/Dept_Homepages/CIC/papers/Atwool.html.

³ *Fahlberg, V. Fitting the Pieces Together, British Agencies for Adoption & Fostering*, London, p. 14 (1988).

⁴ BRODZINSKY, at 171.

any child placed after that age would be at risk for developmental difficulties to the extent that disruptions or variations in parental responsiveness occurred.

Consistency in the response of the caregiver is an important factor in building secure attachments. “Where the environment is chaotic and the primary caregiver is not available to the child, secure attachment will not be possible.” *Id.* at 170. A study of six-year-olds indicated that securely attached children were more able to cope with parental absence and related to unfamiliar adults more readily.⁵ On the other hand, insecurely attached children were anxious, tongue-tied and rejecting of their parents. In addition, other researchers have identified a link between insecure attachments and conduct problems and long-term consequences of avoidance.⁶

Because children can develop multiple attachments, attachment to a birth parent should not preclude later relationships with adoptive parents. However, abuse or neglect during the first year could have strongly negative consequences in terms of the child’s ability to establish a sense of basic trust.

2. Effects on Randy

Randy Halprin’s first five years put him at risk for experiencing various forms of problems associated with attachment. He moved from an allegedly abusive home into a more stable environment. While this may seem to be a completely positive experience for a five-year-old, research indicates that this may have lasting effects on someone. That is why it is rather surprising that Randy has not had problems with his personal attachment to his adoptive parents and other role-model types throughout his life. As he

⁵ Bretherton, I. & Waters, E. (ed.) *Growing Points of Attachment Theory and Research, Monograph of the Society for Research in Child Development*, Vol. 50 No. 1 & 2 (1985).

described it during his interview, Randy seemed to not have a problem getting close to people, including his father and neighbor.

One theory to support Randy's defense was whether Rivas took advantage of Randy and his loyalty to Rivas. On the contrary, Randy described their relationship as one consisting of mutual respect. Rivas respected Randy's opinion on issues related to the escape and would not follow through on ideas without Randy's approval.

B. ATTRIBUTION THEORY

1. Psychological Research

Attribution theory refers to a family of theories that are concerned with how individuals ascribe meaning to their observations about responsibility for the behavior of others and themselves.⁷ The attribution process includes three steps: observation of an action, judgment of presence or absence of intention, and formation of a causal attribution of responsibility. The goal of the attribution process is to be able to explain current and past behavior and to predict future behavior. The focus of the theory is on the processes impinging on perceivers that affect their explanation and prediction of events.

What makes this theory so strong is that the child is affected in an adverse way when he or she has difficulties with the attribution process or when the parent has difficulties with the attribution process. Many parents, especially adoptive parents, will assign responsibility for their child's behavior. If the parent is wrong, it could damage the child. For instance, studies show that adoptive parents prefer to attribute the behavior

⁶ Belsky, J. & Nezworski, T. (ed.) *Clinical Implications of Attachment*, Lawrence Erlbaum Assoc., Hillsdale, New Jersey (1988).

⁷ BRODZINSKY, at 171.

to a disposition of the child (because he is adopted) rather than to situational factors influencing the behavior (e.g., family dynamics).⁸

Another example of an attributional error committed by adoptive parents is that parents may be affected by the self-serving bias, which holds that in an intimate relationship, members have an investment in one another and parents are motivated to perceive their children's behavior in ways that make both the parents and the child feel and look good. What results when parents are affected by this is that the parent may believe that she is a good parent but the problems her adopted child has are a direct result of his genes.⁹

Attribution errors made by an adoptive parent can adversely affect the adopted child because of the way the parent reacts to the child and the way she treats the child. While this may seem to be particularly damaging to a child, attribution errors made by an adopted child may be more damaging to the child than those made by the adoptive parents. If a child makes such errors at a young age and is unable to explain or predict events around them, the child may be unable to know the difference between right and wrong or may be unable to understand the consequences of his actions.

2. Effects on Randy

It does not appear that Randy or his adoptive parents had any problems with their attribution processes. Randy appears to be an intelligent person. He made every indication that he understands the difference between right and wrong, and he is fully aware of the consequences of his actions. In fact, according to Randy, it was his idea to

⁸ Dix, T.H., & Grusec, J.E. *Parent attribution processes in the socialization of children*. Hillsdale, NJ: Erlbaum (1986).

⁹ Heider, F. *The psychology of interpersonal relations*. New York: Wiley (1958).

schedule the escape at a time when the least number of guards would get hurt and the least number of women would be working. All of the escapees practiced wrestling moves and tying knots in an effort to get out of prison causing few injuries, if any. This indicates the escapees' attentiveness to the foreseeable consequences of their actions.

C. COGNITIVE-DEVELOPMENTAL THEORY

1. Psychological Research

Instances of learning disabilities and attention deficit hyperactivity disorder are especially high among adopted children. One study found that problems with cognitive development in adopted children were substantially influenced by the adoptive parents' reasons, motivations and attitudes towards adoption.¹⁰ This is especially important during the time the child finds out the truth about her parents. How the adoptive parents react to this, as well as the way the child discovers the truth, are both relevant factors in an adopted child's cognitive development.¹¹

Experts tend to agree that adopted children are at the greatest risk for developmental and psychological problems when they reach early adolescence.¹² The reason for this is that is when the child is first able to cognitively understand the meaning of "adoption." Once a child realized she has been "given away," an overwhelming sense of rejection can overtake her and disable her ability to reason with the situation.

Adopted children who have not yet reached this phase of their lives are often labeled as "at-risk," which is a child who is at risk of developing learning, emotional,

¹⁰ *Adoption's Effects on Cognitive Development in Children* (visited Sept. 19, 2001) http://scsc.essortment.com/adoptionchildre_ryea.htm.

¹¹ BRODZINSKY, at 174.

¹² *Id.*

behavioral or physical disabilities in the future. Babies exposed to drugs, abuse, neglect, and those with genetic pre-dispositions to mental illness and physical disabilities are deemed “at-risk” before the adoptive parents even come into the picture. Thus, before a child even gets adopted, he may already be predicted to have difficulties.

For a child who is at-risk for future cognitive difficulties, informing the child that he was adopted combined with the child experiencing the identity crisis that almost always follows this discovery are definitely the ingredients for potential serious cognitive difficulties. It is thus imperative that the adoptive parents begin talking with their child about adoption at an early age and to have an ongoing discussion over time to help the child develop a mature concept of the meaning of adoption. In terms of the cognitive-developmental theory, the timing and content of adoption revelation has a major impact on the child’s emerging concept of adoption as well as on the child’s concept of self-as-adopted-child.

2. Effects on Randy

Randy’s adoptive parents were both patient and attentive in discussing and explaining Randy’s adoption. Randy was five when he was adopted. From that point forward, Randy had an excellent relationship with his adoptive father and discussed the adoption throughout his adolescence.

Nothing indicates that Randy suffers from any cognitive-developmental disorders. Randy is an extremely intelligent person. He gained the respect of Rivas because of his intellect, and Rivas trusted Randy enough to include him in the decision-making process regarding the escape throughout the time they planned and carried it out.

VI.

CONCLUSION

For a child to be born into an abusive home, move from various different foster homes, and be adopted at the age of five, Randy has developed into a very healthy individual. Psychological research indicates that it is common for people to have a difficult time in several different aspects of their lives if they experience what Randy experienced during the first few years of his life. No evidence exists to show that Randy became attached to Rivas in a way that allowed Rivas to manipulate him. Randy does not appear to have difficulty with his attribution processes. And finally, Randy shows no sign of problems with his cognitive development. While, of course, this is nice to hear, it does not help his case.

MEMORANDUM

TO: Professor Roark Reed
Mr. George Ashford

FROM: Jennifer Jackson
Amanda Sotak

DATE: January 7, 2002

RE: Parties Liability and the Specific Intent Requirement for Capital Murder
Conviction

Question Presented

Does the law of parties, which allows a defendant to be held criminally responsible for the conduct of another, conflict with the specific intent requirement for a capital murder conviction?

Brief Answer

Probably not. Although conceptually the law of parties appears inconsistent with a finding specific intent, the Texas Court of Criminal Appeals has repeatedly held that the law of parties applies to the capital murder statute. Moreover, both the Fifth Circuit and the Texas Court of Criminal Appeals have upheld death sentences for capital murder convictions based on the law of parties against constitutional challenges under the United States Supreme Court's decisions in *Enmund* and *Tison*.

Analysis

I. The Texas Court of Criminal Appeals has held that the law of parties instruction is applicable to the capital murder statute.

In Texas, a conviction for capital murder requires evidence showing that the defendant intentionally caused the death of another.¹ The trial court will instruct a jury however that they may find the defendant guilty of capital murder based on parties liability.² The law of parties provides “[a] person is criminally responsible as a party to an offense if the offense is committed by his own conduct, by the conduct of another for

¹ TEX. PENAL CODE ANN. §§ 19.02(b)(1), 19.03(a) (Vernon 1994).

² See *id.* §§ 7.01(a); 7.02 (Vernon 2001).

which he is criminally responsible, or both.”³ A defendant is “criminally responsible” for the conduct of another if:

acting with intent to promote or assist the commission of the offense, he solicits, encourages, directs, aids or attempts to aid the other person to commit the offense... [or] ... If, in the attempt to carry out a conspiracy to commit one felony, another felony is committed by one of the conspirators, all conspirators are guilty of the felony actually committed, *though having no intent to commit it*, if the offense was committed in furtherance of the unlawful purpose and was one that should have been anticipated as a result of the carrying out the conspiracy.⁴

The jury will be given both of these instructions, known and collectively referred as the “law of parties instruction,” which may only be given during the guilt-innocence portion of the trial.⁵

Although the law of parties instruction appears inconsistent with the capital murder specific intent requirement, the Texas Court of Criminal Appeals has repeatedly held the instruction applicable to the capital murder statute.⁶ In *Livingston v. Texas*,⁷ the Court of Criminal Appeals noted that a defendant could be convicted of capital murder despite the fact that it was a codefendant that killed the deceased in the course of a robbery by operation of the law of principals then in effect under Article 1257, the immediate predecessor of section 19.03 of the Texas Penal Code.⁸ The court did not believe the newly enacted sections 7.01 and 7.02 required a different result.⁹ In later cases, the court has applied the law of parties to the capital murder statute without

³ *Id.* § 7.01(a).

⁴ *Id.* § 7.02(a)(2), (b) (emphasis added).

⁵ *E.g.*, *Green v. State*, 682 S.W.2d 271 (Tex. Crim. App. 1984), *cert. denied*, 470 U.S. 1034 (1985). *See also Meanes v. State*, 668 S.W.2d 366, 376-78 (Tex. Crim. App. 1983) (en banc) (Clinton, J. concurring).

⁶ *E.g.*, *Johnson v. Texas*, 853 S.W.2d 527, 534 (Tex. Crim. App. 1992) (en banc) (citing *Crank v. State*, 761 S.W.2d 328, 351 (Tex. Crim. App. 1988), *cert. denied*, 493 U.S. 874 (1989); *English v. State*, 592 S.W.2d 949, 955 (Tex. Crim. App. 1980) (en banc), *cert. denied*, 449 U.S. 891 (1980); *Ruiz v. State*, 579 S.W.2d 206, 209 (Tex. Crim. App. 1979) (panel opinion); *Pitts v. State*, 569 S.W.2d 898 (Tex. Crim. App. 1978) (en banc); *Rector v. Texas*, 738 S.W.2d 235, 240 (Tex. Crim. App. 1986) (en banc) (citing *Green v. State*, 682 S.W.2d 271 (Tex. Crim. App. 1984)).

⁷ 542 S.W.2d 655 (Tex. Crim. App. 1976)

⁸ *Id.* at 660 (citing *Thompson v. State*, 514 S.W.2d 275 (Tex. Crim. App. 1974)).

⁹ *Id.*

explaining its reasoning or reconciling the seeming inconsistency between the specific intent requirement and parties liability.¹⁰ In addition, the United States Supreme Court has refused to address the issue, denying certiorari in cases that have been appealed.¹¹ Accordingly, an argument that a capital murder conviction under the law of parties is unconstitutional will most likely fail.

II. A death penalty sentence based on a defendant's conviction of capital murder under the law of parties probably does not violate the minimum culpability requirement set forth in *Enmund v. Florida* and *Tison v. Arizona*.

Arguments that a capital murder conviction based on the law of parties is unconstitutional under *Enmund v. Florida*¹² and *Tison v. Arizona*¹³ have also failed.¹⁴ In *Enmund*, the United States Supreme Court held that the Eighth Amendment forbids the imposition of the death penalty to punish a defendant “who aids and abets a felony in the course of which a murder is committed by others but who does not himself kill, attempt to kill, or intend that a killing take place or that lethal force will be employed.”¹⁵ Later in *Tison* the Court reduced the *Enmund* culpability requirement by holding that “major

¹⁰ *E.g., English*, 579 S.W.2d at 209 (noting that the essential elements of the theory are “(1) the [defendant] conspired with others to commit an aggravated robbery and (2) one of the coconspirators (3) intentionally or knowingly (4) caused the death of an individual (5) in the course of committing or attempting to commit the aggravated robbery (6) in furtherance of the unlawful purpose of the conspiracy and (which should have been anticipated as a result of carrying out the conspiracy [Furthermore,] [s]ection 7.02(b) eliminates any necessity on the part of the State to prove the [defendant] had any intent to kill the [decedent].”). See also *Gravis v. State*, 982 S.W.2d 933, 938 (Tex. App.—Austin 1998, pet. ref’d) (finding section 7.02(b) rather than excusing the State from showing a culpable mental state, actually “requires the State to show that the defendant had *both* a mens rea to engage in a conspiracy and the culpable mental state to commit the underlying, i.e., the intended felony.”).

¹¹ *Crank v. State*, 761 S.W.2d 328, 351 (Tex. Crim. App. 1988), *cert. denied*, 493 U.S. 874 (1989); *English v. State*, 592 S.W.2d 949, 955 (Tex. Crim. App.), *cert. denied*, 449 U.S. 891 (1980).

¹² 458 U.S. 782 (1982).

¹³ 481 U.S. 137 (1987).

¹⁴ *E.g., Johnson*, 853 S.W.2d at 535.

¹⁵ *Enmund*, 458 U.S. at 788.

participation in the felony committed, combined with reckless indifference to human life” was constitutionally sufficient to execute a defendant for felony-murder.¹⁶

Both the Fifth Circuit and the Texas Court of Criminal Appeals have repeatedly held challenges of death sentences for capital murder convictions based on the law of parties under *Enmund* and *Tison* are misplaced.¹⁷ The courts reason that a jury’s affirmative answer to special issue one, which requires the jury to find the defendant’s conduct causing the death was committed intentionally or knowingly and with the reasonable expectation that death would result, satisfies the constitutional culpability requirements of *Enmund* and *Tison*.¹⁸ According to the courts, special issue number one requires that the jury consider the *individual* defendant’s culpable conduct that contributed to the deceased’s death and decide whether that conduct was committed deliberately or intentionally and with reasonable expectation that death would result.¹⁹ Consequently, the courts reason that the Texas capital murder scheme does not allow a defendant to be put to death for merely being a party to a murder.²⁰

Moreover, the courts emphasize that even though a non-triggerman defendant may be convicted of capital murder under the law of parties, the jury may only sentence the capital defendant to death *if* the jury answers affirmatively to special issue number one.²¹ Because the jury may not apply the law of parties in determining whether a capital defendant’s conduct was committed intentionally or knowingly and with the reasonable

¹⁶ *Tison*, 481 U.S. at 140.

¹⁷ *E.g.*, *Skillern v. Estelle*, 720 F.2d 839, 847-48 (5th Cir. 1983), *cert. denied*, 469 U.S. 873 (1984); *Johnson v. McCotter*, 804 F.2d 300, 302 (5th Cir. 1986) (following *Skillern*), *cert. denied*, 481 U.S. 1042 (1987); *Johnson v. State*, 853 S.W.2d 527 (Tex. Crim. App. 1993).

¹⁸ *E.g.*, *Andrews v. State*, 21 F.3d 612, 630-31 (5th Cir. 1994) (citing cases); *Johnson*, 853 S.W.2d at 535.

¹⁹ *E.g.*, *Meanes v. State*, 668 S.W.2d 366, 379 (Tex. Crim. App. 1983).

²⁰ *E.g.*, *Johnson*, 853 S.W.2d at 535; *Green*, 682 S.W.2d at 287 (for the imposition of death, the State may not rely on evidence that another with whom the defendant was acting acted deliberately and with a reasonable expectation that death would result).

²¹ *Johnson*, 853 S.W.2d at 535.

expectation death would result, courts have held that special issue one sufficiently limits the death sentence to those capital defendants having the requisite culpability under *Enmund* and *Tison*.²²

Additionally, the capital defendant may request that the trial court give the so called “anti-parties” instruction²³ to the jury during the punishment phase to rebut the law of parties instruction in the guilt-innocence phase.²⁴ The anti-parties instruction ensures that a defendant is not given the death penalty after being convicted on the basis of a parties liability theory unless the jury also finds that the defendant intended the death or anticipated that a human life would be taken.²⁵ Absent an objection or request by the defendant at the punishment phase, however, the trial court’s failure to give the anti-parties charge is not reversible error because the instruction is not required by statute or by the Texas Constitution.²⁶

In this case, the jury will have to determine whether Randy Halprin’s conduct of promoting or assisting in the robbery of the store was committed intentionally or knowingly and with the reasonable expectation that the death of the deceased would

²² *E.g.*, *Skillem*, 720 F.2d at 848 (“We cannot say that the sentencing instructions themselves permitted the jury to find that the requisite deliberate intent or contemplation to kill could be based solely upon [his accomplice’s] killing of the victim.”). *See also Andrews v. State*, 744 S.W.2d 40, 51 (Tex. Crim. App. 1987) (en banc) (quoting *Meanes v. State*, 668 S.W.2d 366, 377-78 (Tex. Crim. App. 1983) (en banc), and stating “the determinations in answering the special issues ... must be made solely upon consideration of the particularized conduct of the individual defendant”) (internal quotations omitted).

²³ An anti-parties charge might read, for example, as follows:

You are further instructed that before you may answer “yes” to Special Issue No. 1, you must find from the evidence beyond a reasonable doubt that the defendant intended or contemplated that the life of [deceased] would be taken either by his own acts or the acts of another or others in his presence who were acting with him in the commission of the offense. If you do not so find, or if you have a reasonable doubt thereof, you will answer “no” to Special Issue No. 1

Rector v. Texas, 738 S.W.2d 235, 244 (Tex. Crim. App. 1986) (en banc) (internal quotations omitted).

²⁴ *Belyeu v. State*, 791 S.W.2d 66, 73 (Tex. Crim. App. 1989), *cert. denied*, 499 U.S. 931 (1991); *Webb v. State*, 760 S.W.2d 263, 268 (Tex. Crim. App. 1988).

²⁵ *Prystash v. State*, 3 S.W.3d 522, 540 (Tex. Crim. App. 1999) (en banc).

²⁶ *Johnson*, 853 S.W.2d at 536 (citing *Belyeu v. State*, 791 S.W.2d 73, *Green v. State*, 682 S.W.2d 271 (Tex. Crim. App. 1984), *cert. denied*, 470 U.S. 1034 (1985)).

result.²⁷ If the jury concludes Halprin's conduct satisfies both parts of special issue number one, a death sentence will likely be upheld against constitutional attack. This is well settled jurisprudence in Texas and the United States Supreme Court has yet to rule on the constitutionality of the law of parties instruction in capital cases.

Dissenting to the U.S. Supreme Court's denial of certiorari of *Stewart v. Texas*,²⁸ Justice Marshall argued that the law of parties was inconsistent both with the specific intent requirement of the Texas capital murder statute and with the culpability requirements of *Enmund*.²⁹ According to Marshall, the law of parties as applied to capital cases allows a defendant to be death-eligible without the "personal responsibility and moral guilt," without which a defendant cannot be held accountable with his life."³⁰ Nor did Marshall believe that the jury's affirmative answer to special issue number one cured the defect.³¹ Finally, although the Court upheld the Texas capital scheme in *Jurek v. Texas*,³² Marshall believed the statute must be measured against a different standard when the State seeks to execute one convicted of felony murder under the law of parties.³³ Halprin may borrow arguments from Justice Marshall, but it is unlikely these arguments will succeed in light of the settled law of Texas unless the United States Supreme Court decides to intervene.

²⁷ This assumes, of course, that the State does not proceed under section 19.03(a)(1), murder of a peace officer acting in the lawful discharge of an official duty. See TEX. PEN. CODE ANN. §19.03(a)(1) (Vernon 2001). Under that theory, the jury would still have to consider whether Randy Halprin's conduct was intended to kill the police officer and committed with a reasonable expectation that death would result.

²⁸ 686 S.W.2d 118 (Tex. Crim. App. 1984) (upholding death sentence of a capital defendant convicted under the law of parties).

²⁹ See *Stewart v. Texas*, 474 U.S. 866, 867-68 (1985) (mem.) (Marshall, J., dissenting).

³⁰ *Id.* (quoting *Enmund*, 458 U.S. at 801).

³¹ *Id.* (stating the culpable intent requirement cannot be satisfied by the jury's finding that there was a reasonable expectation that the death would result).

³² 428 U.S. 262 (1976).

³³ See *id.* at 194.

Conclusion

In Texas jurisprudence, it is firmly established that the law of parties applies to the capital murder statute. A diligent search revealed no cases reconciling the theory of parties liability with the specific intent requirement in the statute, however, countless cases reject defendants' challenges to the constitutionality of sections 7.01 and 7.02 based on the irreconcilability of the concepts. Moreover, state and federal courts repeatedly have held the U.S. Supreme Court's decisions in *Enmund* and *Tison* do not preclude the application of the law of parties to the guilt-innocence phase of Texas' bifurcated capital murder trial scheme. Accordingly, it is unlikely that a constitutional challenge to a capital murder conviction based on the law of parties will succeed.

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MEMORANDUM

TO: George Alford and Ed King
FROM: Kristin Bliss and Cindy Casey
RE: Randy Halprin Mitigation: Years at Oneida
DATE: December 5, 2001

I. Overview

Our assignment was to get an overview and details on the time that Randy spent at Oneida, and the times surrounding this period. We met with Randy a number of times, and also obtained records from the school, and contacted students and teachers that knew him.

The details on this time period show that Randy is not the person that the media has created. He had success in school, has always been involved in extra-curricular activities, and has interests that make it hard to believe that he is in the position that he is in. Randy's real "crime" is bad decision-making. He does not come off as someone who is threatening or a threat to society. He comes across as a well-spoken, well-rounded, educated individual. Randy has an incredible memory for details and was able to provide us with all of the details on dates, and his experiences surrounding this time period. He is incredibly intelligent, and seems to make a very positive impact on people, including us.

In our opinion, he will be one of the best assets for his case. We say this because in class we have all spent a lot of time talking about our research and interviews with Randy. After talking with him, the one thing every student kept saying was that you cannot get him off your mind. He is the type of person that each one of us has known at some point in our lives – someone that we could have been in school with, been in activities with, and most importantly someone that we would be friends with. After hearing his stories and spending time with him he has had this effect on us, he simply comes across as "one of us."

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He has made some bad choices in his life, and each one of us knows someone who has made similar choices during high school and college. The difference has been that the other people we have known have had a solid support system to fall back on. When they were following the things that others got involved in (particularly drugs), they had parents who pulled them out of it, got them help, and did not abandon them. It is important to note that the class discussions have not been anti-Randy's parents. We know that he made his own decisions. The feeling that we have gotten about Randy in our discussions is that he reflects on the things that he did and notes turning points in his life taking responsibility for the things that he did wrong. It is because of this that we are all able to relate to him so well.

Another thing that makes it easy to relate to Randy is that he very modest. Instead of being "hyper" about offering details on his life, like you would expect someone on trial for their life to be, you have to probe him for information and question him about it.

That said, we think that the information here will be helpful to his case, as it sheds some light on his choices that he has made leading up to the present events.

II. Before Oneida

Randy attended Gunn Junior High from _____ to _____. When his parents found out that Gunn wanted Randy to repeat his 7th grade year, they sent him to Oneida in January of 1992. Randy started Oneida in the second semester of his 7th grade year, a decision his parents made since he would be able to catch up and "do seventh and eighth grade at the same time." (Oneida allowed Randy to attend summer sessions to make up for the time he would miss having to repeat 7th grade. By attending these summer sessions he was able to catch up and graduate with his class.)

Randy said that he was not unhappy about going to boarding school, but that he did feel like his parents were sending him away because they did not want to deal with his academic

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problems. Randy stated that he adjusted to life at Oneida, and after his second year he loved it. He said that he enjoyed being on his own and being independent.

III. Oneida

Description of Oneida

Oneida is located in Oneida, Kentucky. Randy said that the school had a pretty landscape (i.e. mountains), with a 60's type pre-fab architecture. He described the school as not very strict and manageable. For example, when Randy was attending Oneida the only dress code was that in the cafeteria and at school the boys could wear jeans and the girls could not wear short skirts. Boys and girls had to wear nice clothes to church. The main regulations dealt with music that you could and could not listen to. Relationships between male and female students at Oneida were closely regulated by the school. There were rules regarding physical contact (hand-holding and nothing more allowed). If you were caught doing more than holding hands you were given a "social campus" (cannot leave campus). If you violated this you were not allowed to have contact for three days, if you violated that it was two weeks, if you violated that it was two more weeks, and if you violated that you were suspended from school for three days (during suspension the girls worked in the kitchen and the boys worked at the farm).

The best thing about Oneida for Randy was the closeness that he enjoyed with his friends and faculty. He said that since you were with everyone "24-7" they became like your family. Unlike a regular non-boarding school, you were with people for eating, studying, sleeping, and all of your activities, therefore the bond with these people was closer than in another non-boarding atmosphere.

Randy said that there were lots of activities going on, and there was always something to do. While other students missed going to the mall and the like, he said that there were always games to watch, people to spend time with, and teachers who might take you into town for a pizza or a movie.

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Some of the views at Oneida were a bit conservative religiously, specifically some students that were known to be homosexual were kicked out, and some kids were forced to change the way they dressed or looked. Overall Randy said that once he got involved in the school activities and got the hang of the lifestyle at boarding school, he loved being there. Randy said he never got tired of school.

Holidays

For shorter holidays (i.e. Thanksgiving) Randy would go to a friend's home that was close by, i.e. Ohio. Randy enjoyed traveling during this time and meeting his friend's families. For longer holidays (i.e. Christmas Break or Summer break when he was not in summer school) Randy would come back to Texas. For example, Randy's parents flew him and his brother to San Antonio from Kentucky, so that he could spend the holiday with his family. Randy's father would come up for "Family Day" in October to visit him and his brother, Wesley.

Summer Break

During the summer Oneida had a summer work program for students from low-income families to work to pay their tuition. The school also had a summer academic program, which Randy participated in so that he could catch up on his school hours. Since he had to repeat 7th grade, he worked in the summers to make up those hours so that he could graduate with his class on time. He did this after his 7th, 8th, 9th, and 10th grade years. After this extra academic work he was "bumped up" to be a junior, so all of the summer work paid off.

Dorms

The dorms at Oneida were made up of large rooms. There were 10 students per room and a Room Monitor. Randy lived in Baker Hall in 7th and 8th grade. During 9th through 12th grades Randy lived in both of the high-school dorms, Carnaghan and Martin Wheeler. Each dorm also had a Hall Monitor.

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Although the Hall Monitors had always been older students, during an assembly at the beginning of his 9th grade year, Randy volunteered to be the Hall Monitor for the Baker Hall dorm. As a 9th grader, Randy was the youngest Hall Monitor that Oneida had ever had. The students at Oneida were required to work. Randy explained that Oneida looked for students that had natural leadership to put into leadership positions, and being the Hall Monitor was a job that recognized that ability. As a Hall Monitor, he was in charge students in Baker Hall. One Hall Monitor was in charge of one of the four floors in Baker Hall. His duties included “bed check” – from 10:30 p.m. to 12:00 a.m. He was to ensure that students were where they were supposed to be – i.e. in bed or working, and was allowed to give discipline warnings and take away free time for students that were not following the rules. During both his 9th and 10th grade years, Randy was given the award of “Most Outstanding Worker as Hall Monitor.”

IV. Randy’s Girlfriend at Oneida

Randy dated Theresa Dancy while he attended Oneida from ages 16 to 17. Randy does not think that Teresa Dancy will have anything negative to say about him, he does not think that she would side with the DA, but does not think she would really help his case either. They were described as the “couple of the school” and did everything together. They were eventually engaged.

She can be described as “really liberal” and as an “amazing writer.” She was part of the Beta Club, which Randy was not allowed to join because she was in it (the school would not allow boyfriend and girlfriend to do activities like this together for the most part). Later he was not allowed to be in Honors English because she was in that class already as well, and had an incredible writing ability that the teacher did not want to have distracted by her boyfriend being in the class. Later however, Professor Shelby, the head of the creative writing class, made Randy

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and Theresa co-editors of the Creative Writing Class Magazine (11th grade, was asked to do it again in 12th but was then expelled).

Randy was never violent with her, and was never verbally abusive. Randy and Theresa were involved in drugs separately before they met each other. At this time Randy was smoking marijuana occasionally. In 1995 at Thanksgiving Theresa exposed Randy to acid for the first time. When they first started dating Theresa was more involved into drugs than Randy, and he confronted her about it at one point. She denied any problem with it, and so he never mentioned it again. Theresa's parents like Randy until he got into trouble.

He said that they broke up because he was lying to her, noting that he lied to everyone when he got into drugs. Specifically he made up things, and had stolen some money from one of her friends. He admitted this to her when he was expelled from school (12th grade first semester) and this caused their break up. The last time he spoke to her she called him to "scream and yell" about how angry she was about the stolen money. They had been engaged and he told her to give the ring and his things back to his brother Wesley (who was still at Oneida). He did not ever get these things back from Theresa.

Something that could be helpful that Randy gave Theresa was a video of him playing the piano and playing with his younger brothers. He gave it to her as a Christmas present during their 11th grade year.

We have tried to make contact with Theresa but have not been able to. From the emails that Randy gave us (friends print them out and send them to him to show that people are supportive of him) it sounds like the FBI and the media contacted Theresa heavily during the period after Randy's escape. Therefore it is possible that she has changed her information and become unlisted in order to avoid further contact from people about the case.

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V. Events Leading up to Randy Getting Expelled from Oneida

During the summer of 1995 (after 11th grade) Randy was home for a brief period before returning to school for the summer academic session. He and his father had an argument and his father took away his car privileges. He wanted to go and visit his friend Chad Jones, and since he was not allowed to use the car he borrowed his father's mountain bike out of the garage. When Randy returned home that evening he and his father had another argument, this time about Randy using the mountain bike without asking.

Randy then called Theresa to tell her that he was coming back to Kentucky early (because of the arguments with his father), and asked her to find a place for him to stay in Louisville. She asked him how he was going to get there and he told her that he would take care of that, but wanted her help to find a place to stay. He then took his father's checkbook and cashed a \$200 check on his father's account. He bought a bus ticket and then went home to pack his things. He told Wesley he was going back to Kentucky and got ready to leave. His father then came into his room and apologized for the argument and for being so hard on Randy, then gave him the keys to the suburban and told him that he could go out and use the car.

Randy said that he gave the keys back to his father, describing this as the "turning point in his life." He said that if he had taken the keys and made up with his father he does not think the events that followed would have happened.

That evening he took the bus to Kentucky. Wesley called Randy where he was staying to tell him that their parents were upset, his mother was crying about Randy leaving without saying goodbye, and that he thought that he should come home. Randy realized the mistake he had made, and said that he started to get depressed about his decisions. Since the summer session was starting shortly thereafter, he decided to stay in Kentucky. Randy noted that during this time those around him in Kentucky were worried about him. Once school started he said that he mainly kept to himself, was not involved in summer activities, and spent his free time just

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walking around campus listening to his headphones. Mr. Garret, his dorm supervisor for the summer, was particularly worried about him.

One afternoon that summer when he was wandering around the campus, he wrote a poem / letter on a bench at school about he and his girlfriend, Theresa. It was basically a "love letter" to Theresa, and stated in the end of the poem that he hoped that he and Theresa would come back in five years together to find the poem still there. Feeling that Randy was suicidal and having emotional problems, the school suspended him for the summer session. Randy thinks that part of the reason the school was so upset was because the benches were brand new and outside the chapel.

Because of his leaving Dallas in the way that he did and because of his suspension, Randy's parents did not want him to come home for the summer. His parents told him to rent an apartment, saying that he could do so anywhere except Texas or Louisville, they did not want him around. His father told him that he could even go to Seattle, a place that he had always wanted to go, and live there for the summer. Randy was 17 at the time, and rented an apartment in Lexington (he had a roommate during part of the summer named Ronnie Brussel). He worked briefly at Subway, but his parents started sending him money to live on, so he quit working. His girlfriend was living at her home in Louisville, and so he spent a lot of time visiting her there.

Randy said that this was a hard time for him because he realized the mistakes that he had made. He knew that he needed to finish his schooling, especially after working so hard during the summers to graduate with his class and make up his hours, he wanted to finish with them and graduate from Oneida. Because of this Randy wrote a letter to the President of the school expressing this, apologized for the incident on the benches, and asked if he could come back to school for his senior year. The President called Randy and said that he could come back to school after the fall break. Randy spent the rest of the summer and early Fall in his apartment. Randy's father came up to Kentucky for Family Day in October of 1995 (Wesley was in school),

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right before Randy was to re-enter school. Randy met his father at the Lexington airport, and they spent the day together in Kentucky visiting the horse farms and other tourist attractions.

After the fall break and the visit with his father, Randy returned to school to begin his senior year. Randy said that he and his parents were on good terms and he felt like everything was getting back on track. However, the second turning point for Randy came over the Holiday Break in December.

Randy was staying in Lexington over the holidays and spending time with Theresa. While staying with some friends of Theresa, he stole a credit card from them. Randy said that it was an impulsive thing to do, and he did not need the money. He called Western Union and had \$200 transferred to himself from the card. He spent the money on Theresa (hotel together for the weekend). The people that he was staying with called the police, he was arrested and went to jail. He got a "slap on the wrist" and was out of jail shortly after the incident. After he got out of jail he went to Louisville to stay in a hotel, planning to remain there until the semester started in January. Given this theft incident, and the writing on the bench, the President of Oneida called Randy at his hotel to tell him that the school decided to expel him, therefore Randy could not finish his last semester of his 12th grade year, and would not be able to graduate with his class.

VI. Post-Oneida

After his expulsion Randy's parents did not want to have anything to do with him. He stayed with a friend, Emma Opdahl, and her family for a week. After a week Emma's father said that Randy had to leave, since it was not appropriate for a boy to be staying in a house with a girl.

After leaving Emma's house, Randy went to the Hope Center in Lexington, a homeless shelter. He stayed at the Hope Center from January 1997 through July 1997. While he was staying at the Hope Center he was not working. He donated plasma for money, and spent most of his money buying acid. He hung out at Kentucky University, and said that the students would buy him food and spend time with him at the local hangouts (he said they felt bad for him).

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During this time he called his parents a few times to tell them where he was staying, but did not have much contact with them. He spoke with his father once and his father asked him if it was true that he was doing drugs. Randy suspects that Emma (whom he stayed with for one week prior to going to the Hope Center) may have told his parents about his drug use.

He made appointments with the Army and with the Air Force, but was required to have a high-school diploma to join, which he did not have. He did not keep these appointments because of this. Randy got along with the people at the Hope Center well, they liked him a lot and took an interest in him. He would do things for other residents to help them out, like passing out the hygiene supplies in the evening. Because of their strong feelings toward Randy and their feelings that he could get out of this situation, the people at the Hope Center arranged transportation back to Texas for him so that he could reunite with his parents.

VII. Post-Hope Center

- This information is discussed by other students in more detail.

Randy got back to Texas and went to his parent's house in Dal Worthington Gardens. He said that he wanted to ask his parents for help, and said that he thought that if he showed up on their doorstep asking for it, they could not refuse him. He was going to tell them that if they would let him live there, he would get help for the drug problems, get a job, and pay them rent – under their conditions. When his parents did not answer the door he went to the neighbor's house to ask if they were on vacation. Shortly after, a police car arrived (the police chief who spoke about Randy on television) and told him to get off of their property or he would be arrested for trespassing.

Not knowing what to do, Randy went to his friend Jason Goldberg's house. Since he was having problems with his parents Jason's family would not let Randy stay with them. That evening he went to the Arlington Night Shelter. He stayed at the Arlington Night Shelter from July 1997 to August 1997 – until going to Fort Worth.

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VIII. The Internet Monk – Michael Spencer

A teacher at Oneida wrote an article on his web page about Randy. (See article attached). Randy told us that Mr. Spencer taught Advanced Bible Class, that his brother was on the chess team with Mr. Spencer, and that Randy spent time with him during the first semester of his senior year when he regularly visited the Campus Ministry Center.

The article has a “religious” tone in that it discusses the work done at Oneida and the effect that he thinks it did and could have had on Randy. The article does state that Randy is “likely to be convicted and executed for capital murder,” but notes that he could not find one staff person that had anything negative to say about Randy. Mr. Spencer does state that he does not think Randy is scum or a monster, but “[h]e is what we all are, a sinner.” Overall the tone of the article is sorrowful.

In speaking with Randy we found that some of the details in the article were not entirely accurate. Randy stated that he did not understand why Spencer said that Randy was not involved in the school and activities, given the abundance of activities that he was involved in while he attended Oneida. Also, Randy stated that he wrote a poem into on the bench at Oneida, which got him suspended, Mr. Spencer stated that Randy had written the initials of he and his girlfriend into the bench.

Mr. Spencer says that there are two things that he remembers most about Randy: first was his relationship with his girlfriend (details on this in another section of this memo), and the other is an evening when Randy had decided to become a Christian at a Sunday evening prayer session. Randy does remember this but stated that in the end he decided not to go through with it as he was raised in the Jewish faith and did not think it was the right thing for him after all.

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IX. Randy's Brother – Wesley Halprin

Randy and his natural brother, Wesley, were adopted into the Halprin family when Randy was five. Wesley went to Oneida with Randy, but did not graduate from Oneida. Although Randy has not spoken to his brother in six years, he said that they do have a close relationship. (Randy was not allowed to call home when he came back to Dallas after being expelled from school and was not allowed to write home from prison. Wesley was at home during this time.)

Wesley will be 21 years old in November, and is currently in a Drug Rehabilitation Program in Texas. Randy stated that they have not spoken recently because Wesley is not supposed to have any contact with convicts while he is in the program, and Randy respects that.

Randy thinks that Wesley does have contact with their parents and suspects that they have a good relationship.

X. Friends from Oneida

- Mindi Sternblitz – Arlington, Texas
 - Information appears later
 - Tried contacting her by mail. I am still waiting for a response.
- Wayne Evans (250 in US – 10 in Ohio)
 - Best friend until 11th grade.
 - Preppy guy.
 - Falling out because Randy went from being a preppy kid to doing drugs.
 - Eagle Wood, Ohio.
- Jeremy Weiner – Arlington?
 - Sunday school, Hebrew school classmate. Last talked to in summer of '96.
- Chad Jones – Birmingham, Alabama
 - Best friend of Randy's growing up. Last talked to him in summer of '94.
- Courtney Samuels – New York?
 - Class of '97
 - Good Oneida friend
- Demetrius Moxley – Frankfurt, Kentucky?
 - Roommate in '94 and good friend
- Jason Goldberg – Arlington, Texas

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- Family loved Randy and were close Jewish friends growing up.
- Amy Hall – Huber Heights, Ohio (16 in Ohio)
 - Ex girl friend and friend.
- Jason Kuhns - Pevlington, Kentucky (none – check spelling)
- Chris Wood - Lexington, Kentucky (11 in Ohio) –
 - Tried contacting Chris in Lexington. There was only one Chris Wood listed that was not a student at Oneida.
- Tommy Helmers – Randy was his Hall Monitor – said that Randy stuck up for him.

XI. Friends from Texas

- Chad Jones – Randy wanted to go and see him when he was home between school sessions the summer of 1995.

XII. Misc.

- Further Education
- Got GED in the Tarrant County Jail.
- On waiting list to be able to start college in the Connelly Unit.
- Mindi Sternblitz – friend who wrote to Randy while in jail in Dallas.
- While staying at the Arlington Night Shelter Randy went to Six Flags one day. He saw his friend Mindi, who was working there. Mindi was getting ready to start college at Texas A & M. He spent time with Mindi and said that he did not do drugs for the two weeks that he spent with her. Mindi was going to college and Randy got an offer to move to Fort Worth. He later found out from Mindi that one week after he had left for Fort Worth her parents had gone to the Arlington Night Shelter to look for Randy to see if he would come and stay with them to he could help them.

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- Ms. Jensen – guard in Colorado jail – loved Randy and hugged him when he left – she talked to him for 15 minutes each day.
- Interviews
- Prime Time – Chris Wallace.
- 60 minutes – Ed Bradley – talked with Randy for 15-minute interview after they talked to George Rivas. Randy is not sure if this interview ever aired.
- Channel 11 telephone interview – Mary Ann Razzuk

Teachers at Oneida - *Quotes by Randy Halprin

- Ms. Dunaway – 7th and 8th → “Science teacher and 10th grade Biology teacher. I believe she has a videotape of some classmates and I dissecting a frog and goofing off just having a good time. She recorded it.”
- Mr. Robinson – later the vice principle → “High school vice principle, often gave me advice. On real good terms.”
- Mr. Day – history teacher – left after Randy’s 8th grade year
- Ms. Knight – 8th grade History teacher → “When I went to high school, I still stopped by her classroom to say hello.”
- Mr. Mike Gibson – “Was the Dean of the middle school dormitory. Often invited my friend Wayne Evans and I into “town” for pizza, etc... Also would spend some weekend nights at his apartment watching movies... Was on very good terms.”
- Mr. Heffelfinger (sp?) – “Was the Dean of the high school dormitories. Often gave me advice on different things, would sometimes take me into town also for a movie or Wal-Mart. Helped me pick out a dozen roses for Theresa for her last performance in a play. Also cut my hair often. Was on very good terms.”

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- Mr. Lawson – “Nighttime Dean and in charge overall of the middle school dorms. Took me to a restaurant in London, KY for my 16th birthday. Also my “boss” and picked me for my room monitor job and hall monitor job in middle school.”
- Mr. Shelby – “My English III teacher and creative writing teacher. Pushed to get me in advanced English, but Theresa, my ex, was in that class, so the advanced teacher wouldn’t let me in.”
- Mr. “Harold” Underwood – “Soccer coach and head of the high school dorms. Often sat down to chat with me. My “boss” for the hall monitor job. Awarded me the most outstanding worker award for hall monitoring in 94-95.
- Mrs. Winters – “Ran the student “grill” where I always hung out after school. Knew me well.”
- Mr. Nichols – “Substitute teacher. Often played with his five-year-old son during baseball games while running the concession stand. Was on good terms. Sometimes ate at his house. And when I had an apartment in Lexington, he stopped by once.”
- Mrs. Gordan – “School counselor. Promoted me to my graduating class of 96 because I caught up on the year. I lost my first 7th grade year. Had taken extra classes to catch up on credits.”

Activities and Awards – Pre-Oneida

Fort Worth YMCA Summer Camp	1992
Broken Arrow Award	
Based on leadership, skills, and participation	

Awards – Oneida

Most Outstanding Worker	1992, 1993, 1994, 1995
Most Outstanding Worker as a Hall Monitor of Middle School Dorms	1994

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Highest GPA Awards
Biology 1994

Most Outstanding Pianist 8th Grade

- Randy played piano at Oneida from 1993-1994

Cleanest Room Awards

A & B Honor Roll

Letters in the Arts Program for Piano

Activities – Oneida

Hall Monitor of Middle School and Upper School Dorm

Track and Field (shot put) 7th and 8th Grades

Co-Editor of Creative Writing Class and Magazine 11th Grade

- Asked to do it in 12th grade but got expelled before class started.

Certified in CPR

Life Guard Program

- Never obtained certification because was expelled in summer 1995.

Piano Program

Chosen for “Advanced Bible Class” with Professor Mike Spencer

- Bible class is required, but for this advanced class you either have to be chosen or approved, only a small group of students are admitted to this class, and Randy was chosen.
- Professor Mike Spencer is “The Internet Monk” who wrote an article about Randy on his website.

Set up and escorted Year Book Pageant 1995-1996

- Similar to the Homecoming Queen.

Child Development Program

- Worked with faculty and children in tutoring and study skills.

Performed Piano for Holiday Events

“White House” cleaning volunteer

- The White House is the oldest building on the Oneida campus and was reserved for housing of special guests.

“Friendship House” Volunteer

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- The Friendship House is a Salvation Army like charity in Kentucky which helps low income families.
- Randy would sort clothing and assist with sorting donations.

Concession Stand Volunteer

- Set up and worked concession stands during school sporting events.

Activities – Hope Center (Lexington, Kentucky)

Volunteered in the evenings to pass out hygiene supplies.

Activities – Texas

B’Nai B’rith Youth Organization of Temple Beth Shalom (Arlington, Texas)

Received GED while in Tarrant County Jail.

Activities – Choice Moore Unit

- Randy spent two years at the Choice Moore unit, a holding unit, before going to the Connelly Unit for three years.

Bilingual Choir Pianist

Activities – Connelly Unit

Jewish Study Group

- Headed by Rabbi Block and Rabbi Marrus of the Chabad Labuitch of South Texas (San Antonio) and the Connelly Unit.

Business and Economics Course

- College course taken on the Choice Moore Unit.

Piano

Randy first learned to play the piano when he came to the Halprin’s home at a young age. They had a stand-up piano in the living room, and he used to play with it and bang on the keys when he was little. By the time he was 8 he could hear a song once and play it without music. His parents thought he had a “good ear” and got him lessons from ages 8-10 year. At this point he was playing two hours per day for his father, and decided to quit.

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Oneida offered a piano course (practice 1 hour per day) and Randy took it. When he had picked it back up he came home for the holiday and played for his father. His father bought him a keyboard to take back to school with him because he was so proud that he was playing so well.

Classes

7 th Grade	January 1992 (Spring semester)
8 th Grade	1992-1993
9 th Grade	1993-1994
10 th Grade	1994-1995
11 th Grade	1995-1996
12 th Grade	1996 (Fall Semester) (?????????????)

Schedule at Oneida

Breakfast	6:00 – 7:00 a.m.
Classes	1992 – 1994 Classes from 7:30 – 2:30 p.m. 1994 – 1997 Classes from 8:05 – 3:05 p.m.
Free Time	End of Classes – 4:30 p.m. Hangout with friends, snack, homework.
Dinner	4:30 p.m.
Free Time	4:30 – 8:30 p.m. Hangout in “the Grill” with friends and girlfriend, homework. Volunteer work (listed), attend sporting events, set up and run concession stand during sporting events.
Study Hall	8:15 – 9:15 p.m. This is a mandatory study hall time at Oneida, since Randy was on honor roll he was not required to attend. He would spend this time in the dorm (since it was quiet because few people were not in study hall) and do homework.

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ASK PARENTS FOR

- Videos of Randy playing the piano (Theresa also has this).
- Video of Randy's bat-mitzvah

ASKED FRIENDS FOR

- Yearbooks
- Photos of Randy or any videos (perhaps lawyers could make a video of him with these things).
- Mindi Sternblitz – Gunn Junior High Yearbook 90-91

FT. WORTH
↓
YMCALEIDA AWARDS AND ACTIVITIES:AWARDS:

Texas, Summer of 92 CAMP
CARTEIL, I received the "SHOOT
ARROW AWARD" FOR OUTSTANDING CAMPER
BASED ON LEADER SKILLS, PARTICIPATION ETC.

MOST OUTSTANDING WORKER 92-95, in '94 I received
Special Recognition for Hall monitor of the high school dorms

I've received a couple highest GPA AWARDS, but I can
only remember Biology '94

Most outstanding pianist 8th grade 93-94

Several Cleanest Room AWARDS

A+B HONOR ROLL RECOGNITION SEVERAL TIMES

SEVERAL LETTERS IN THE ARTS PROGRAM FOR PIANO.

ACTIVITIES:

7th and 8th grade track and Field Team (Shot put)

Was temporarily on the Soccer team but had to drop because
of conflicting class schedules.

Co-EDITOR of the Creative Writing class and magazine. 11th grade
was asked to follow up in 12th but was expelled before class
started again.

PARTICIPATED IN THE LIFE GUARD PROGRAM, but was temporarily
expelled Summer of 95 and was never certified.
But was certified for C.P.R.)

TILL MONITOR OF MIDDLE SCHOOL DORM AND HIGH SCHOOL DORM
PIANO PROGRAM

POSSIBLE FRIEND CONTACTS:

^{cl 96}
MINOI STEINBLITZ - Arlington (Child hood sat up friend)

^{cl 96}
JEREMY WEINER - Arlington (?) (Sunday school, Hebrew school classmate
last talked to Summer of '96)

^{cl 96}
THAD JONES - Best friend growing up moved to Birmingham Alabama in
94 last talked to I think Summer of '94. His family
lived me to death also.

^{cl 96}
Jony Hall - ^{cl 96}Huber Heights Ohio (?) (Ex Girl Friend, and Friend)

^{cl 96}
WAYNE EVANS - Englewood, OHIO (?) (BEST FRIEND AT ONEIDA until
'94, But still remained friends. Family liked me and often
invited me for Thanksgiving and Summer break stays).

^{cl 96}
I FANY ^{cl 96} (?) - (Good ONEIDA FRIEND)

^{cl 96}
MAGIC ^{cl 96} (?) (?) (Good ONEIDA FRIEND)

^{cl 96}
JERONICA ^{cl 96} (?) (New York ? (Good ONEIDA FRIEND)

^{cl 96}
COURTNEY SAMUELS ^{cl 96} New York (?) (Good ONEIDA FRIEND)

^{cl 96}
MYSTAC (?) (?) (Good FRIEND ONEIDA left 9th grade)

^{cl 96}
Jim ^{cl 96} (?) (?) (ONEIDA FRIEND)

^{cl 95}
INGIE BROWN (?) (ONEIDA FRIEND)

^{cl 95}
EMETRIUS ^{cl 95} MOKLEY ^{cl 95} FRANKFURT Ky (Roommate ⁹⁴ and Friend)

^{cl 96}
ELLY SPARKS, NEW YORK (?) (Ex Girl Friend and Friend ONEIDA)

^{cl 96}
ACEY AUSTIN ^{cl 96} Michigan (?) (Good ONEIDA FRIEND)

^{cl 96}
FRANIS DUCKWALL ^{cl 96} Louisville, Ky (?) (ONEIDA FRIEND)

POSSIBLE Friend Contacts Continued...

Miss Nancy, maybe she still has it?
My parents also have my BAR MITZVAH on tape and other things that show me playing around with kids, my brothers etc. I don't know how hard it would be to obtain some of those. I'm just thinking of things that would amuse me.

Also, getting a hold of a GUNN TR High 90-91 yearbook & point out people. you could ask mendi STERNBLITZ for this.
~~Also, mendi STERNBLITZ, 2000-2001~~

while in Colorado an old elementary school friend wrote from California to offer his support. JORDAN MASTENSON he sent a picture of us together as kids. EDWIN KING should have that and his address.

there is also An Oneida Alumni group on Yahoo! you can check on that.

MARIAN FELD - Arlington, Tx (Sunday School teacher 5, 6, 7th grade also taught me Hebrew)

Rabbi KEITH STERN ^(?) BOSTON, MASS. (FORMER RABBI OF TEMPLE BETH SHALOM OF ARLINGTON.)

ADDRESSES:

WESLEY D. HALPRIN #1026653

B-1-826

4176 FM 1800

BRECKEN RIDGE, TX 76424

(You'll probably have to send anything pertaining to me 'Certified mail' to ensure that he receives it.)

MINDI STERNBLITZ

P.O. Box 152805

ARLINGTON, TX 76015

Internet Research on Randy's friends
(plus information provided by Randy)



search the web!



[Yellow Pages](#)
[White Pages](#)
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Theresa Dancy
 1107 Rogers St
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First Name

Chris

Last Name

Wood

Search

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Chris Wood
2249 Valencia Dr
Lexington, KY 40513

Phone: 606-224-7723

— busy signal

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Subject: Randy Halprin

Date: Fri, 22 Jun 2001 22:16:42 -0700 (PDT)

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Hey reality,


Yeah I know not to believe everything I read. I for one feel sorry for randy and wish I could get in touch with him by mail and see how's doing and offer some encouragement. I didn't talk to Randy but maybe 4 times in High school but he still seemed like a very nice guy and you really had to go to our highschool to understand the bond with people even if you weren't their best friends. Do you know how to get in touch with him? Is he back in texas? How did you know him? Before he went to OBI or After? Just wondering? Talk to you later. Kelly

=====

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From : Kelly and Chris Hanshaw <ckahanshaw@yahoo.com>

To : "...Jennifer ..." <reality7001@hotmail.com>

Subject : Re: Randy Halprin

Date : Tue, 17 Jul 2001 22:59:21 -0700 (PDT)

*W A I D E N
N A M E
K E L L Y H A N S H A W
C L A S S O F 95(?)*

I can't believe he remembered me? Wow! Yeah my mom married lexy's adopted dad. He was close in that my mom worked at our boarding school, and lexy went there and her adopted father met my mother that way! Can you please ask him if we can write him? Tell him that we are all wondering about him and if it was ok or possible we would like to write him. I heard he is still in Colorado? I hope so! Ask him if it was
(T) > wayne franklin who we went to the concert with! I also wanted to let him know if anyone told him Dylan anderson said anything bad about him it was a lie and I have his interview on tape. The media seeked a lot of us out to do interviews and Lexy and I both were on the news. Just let him know that we both were very ositive and never said anything at all! we wish we hadn't been pulled into the whole thing but they would not stop calling us! please find out if we can write....thanks Kelly

ps i'll send you pics when i can get a chance i have a 4 yr old and 8 month old and they are a hand full! so sometimes it takes a while for me to get a chance. Thanks for writing me back and try to get back to me about this when you can! Thanks again!

=====

You guys want to make a little extra money for 5 minutes of your time? Go to: <http://www.SurveyPayday.com/index.cfm?referrer=ckahanshaw> just highlight the link and paste it and sign up, as soon as you do enough surveys to have \$15.00 they will send you a check.

Do You Yahoo!?

Get personalized email addresses from Yahoo! Mail

<http://personal.mail.yahoo.com/>



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Oneida website

Oneida Baptist Institute

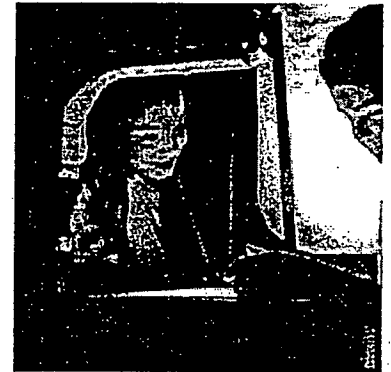
P.O. Box 67 Oneida, Ken
1-606-847-4111
Dr. W.F. Underwood, Pre

**The On-Line Home of Traditional, Affordable, Christian Education
for Students in Grades 6-12**

**What other schools are looking for.....
.... We've Never Lost.**

For over 100 years, young people from all over the world have found success, direction, hope and new beginnings at the Oneida Baptist Institute.

As we enter our second century of ministry, we invite you to learn about how someone you care about can find their way to Oneida.



ENTER THE OBI WEB SITE



The Oneida Baptist Institute Web Site

Box 67 Oneida Ky 40972

606-847-4111

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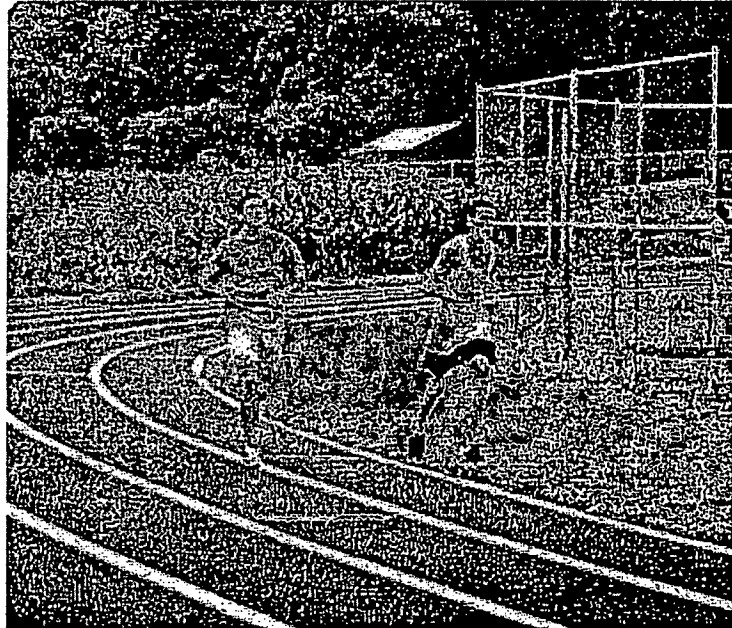
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OBI Farm Program
Yahoo!'s OBI Alumni Club

Webmaster



OBI's Track Team competed for state honors this year. All students willing to abide by our rules may compete on the sport of their choice. No one is cut because of ability.

Take a walk around OBI on our new "CAMPUS TOUR" site.

We have updated the Administrative Contacts page.

Read the latest news about State Honors for OBI FFA, Track and Bridge Builders.

We have updated the 2001-2002 Calendar.

Interested in working at OBI? For more information, go to Employment or contact President Underwood.

Many alumni have asked for a meeting place. We now have a link to Yahoo's OBI Alumni Club. (This is not run by OBI or the webmaster.)



Liza Disavoia finishes up
"face-painting" at the OBI
Fall Festival.

We now have a special section just for the questions most frequently asked by students coming to OBI. Visit the Student Q&A page.

International Student Admissions now has an e-mail address. You may contact Kay Underwood directly at international@oneidaschool.org.

Oneida Baptist Institute is a Christian Boarding school for students in grades 6-12. We were established in 1899 and are accredited by the Kentucky Department of Education. OBI offers a world of unique, positive differences from any other public or private school.

Our special mission is to help students who need a new beginning in academics, relationships and life. We accept students throughout the year. Any student who is emotionally and physically able to live away from home in a boarding school environment is probably appropriate for Oneida.

This web site gives you the opportunity to learn about OBI, its educational opportunities, unique program and Christian vision. You may request an informational and admissions packet in the admissions section.

You may also keep up with Campus news and upcoming events, plan a visit to tour or volunteer, and contact our staff with questions or information.

The OBI WebSite is hosted by our friends at www.adgrafx.com. The webmeister is Michael Spencer, always available at digcory1@yahoo.com. If you have a web site problem, drop me a line. It's all copyright 2000-01. Oneida Baptist Institute.



Education for time and eternity

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Oneida Baptist Institute opened its doors January 1st, 1900 as a school for children of the mountains of Eastern Kentucky. OBI was the vision of Professor James Anderson Burns, a converted feudist who believed that the Christian Gospel and education were the answers to the cycle of violence between families in the mountains. God blessed Burns' vision and the school was established and prospered. We continue to have a vital mission to the children of Eastern Kentucky.

Through the years, mountain boarding schools found their mission increasingly difficult. Public schools became available and financial support became a challenge. While most other mountain schools closed, OBI survived this era, but saw many difficult days. God preserved our school with many demonstrations of his providence and guidance. Along the way, OBI became part of the Kentucky Baptist Convention family and began enrolling international students.

In the early 1970's Dr. Barkley Moore became President of Oneida. A six year veteran of the Peace Corps in Iran and a person with unusual energy and passion for OBI, Dr. Moore recast Oneida's vision. Under his leadership, OBI became a school of new beginnings for students all over America and the world. Believing in the unlimited potential of every boy and girl who came to Oneida, Dr. Moore expanded Oneida's program, support and facilities. By the time of his death in 1994, Oneida had multiplied in size and finances several times over. We continue to look to Dr. Moore's example every day that we work, believing that Oneida holds a unique place in God's kingdom.

Today Oneida is a unique school. We combine the values of a traditional Christian school with openness to non-Christians and students with all kinds of needs and backgrounds. OBI is diverse in cultures, but rich in the tolerance and respect for differences modeled by Jesus Christ. Oneida staff live and work as part of a Christian community carrying out the original mission of education and evangelism. We are grateful for our heritage and always mindful that the God who brought us this far will see us through.



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How We Are Different

A teacher spending his evenings tutoring in study hall. A girl playing basketball. A boy driving a tractor. Four students in a Calculus class. A whole school singing together. A boy wins a wrestling match. A girl supervises after-dinner clean up. All are part of Oneida and all are of why we are different from any other Christian school.

The reasons we've made such a difference in the lives of students are the reasons Oneida is unique in its program and values. Take a tour of the four major areas of Oneida's program and learn how Oneida can be the difference for your student.

Academics at OBI

Spiritual Life at OBI

Co-Curriculars at OBI

Work at OBI

Academics at OBI

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"The education here is really good... I probably wouldn't have graduated if I'd stayed at home."

Middle school students study English, literature, Bible, social studies, math, science and health. They are also able to choose from a number of electives, including band, drama, academic team and 4-H.

High school students are required to take 4 years of English, 3 years of math, 2 years of science, 3 years of social studies, 1 year of health/physical education, 1 year of Bible, 1 year of computer literacy and 6 electives. Our Bible requirement is in addition to the state requirements for graduation.



Seniors may graduate with either a standard diploma or an advanced diploma. Of our 55 1997 graduates, 25 earned advanced diplomas. One of these received the Commonwealth Diploma, the highest diploma awarded by the state of Kentucky. About 60% of Oneida graduates go on to college or other institutions of higher learning.

Oneida has a "Tutoring Lab" program for students who struggle with low reading and/or math skills. We also provide "English as a Second Language" for international students, and developmental English for students who need assistance with high school English skills.

Work is an Oneida value and job skills are integrated into the Oneida curriculum. Many of our students learn work skills while earning credits in

classes like welding and agriculture. Others have a supervised work experience in the print shop, maintenance, tutoring, publications or library.

Boarding students not on the academic honor roll (B average or above) are required to attend study hall each evening, Monday through Thursday. Students who receive one or more progress reports (D or lower) have an extra study hall on these nights. All OBI teachers take their turn assisting students in study hall. Most of our students significantly raise their grades while they are at Oneida and credit the involvement of teachers as a key factor.

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Spiritual Life at OBI



"I have really grown a lot as a Christian... I feel so secure in who I am in Christ."

All Oneida students are required to attend a 30 minute chapel service each school day. Boarding students are additionally required to attend two worship services on Sundays. Optional Bible study groups for all ages are available on Sundays and at other times. Friday Praise and Worship is the most popular time of the week at OBI.

Parents are often concerned about what kind of religion their child will be exposed to while they are at boarding school. We have a denominationally diverse faculty and student body, but our worship and approach reflect our Southern Baptist heritage and values. Evangelism is a priority for us, but we respect the various backgrounds and churches that are represented in our school. We do not allow manipulation or pressure tactics in presenting Christianity to our students. Most students who attend OBI do express a personal faith in Christ at some time. We encourage new Christians to become active in their home churches.

While we do not have mandatory counseling of any kind, the OBI staff will approach student problems with Biblical counseling as a tool. Voluntary Pastoral counseling is available for problems related to the student's school and personal experience.

We have the only middle school/high school Baptist Student Union in Kentucky. Older Christian youth can develop leadership skills as BSU small group leaders. Our BSU hosts a weekly prayer time and weekly meetings, plus special events during the year. Students are frequently involved in creative ministries through drama, music, trips, concerts and recreation. Our Salt and Light group ministers to the community. Groups such as Experiencing God and the Tom Jenkin (Missions) Fellowship are also available to students.

Questions about spiritual life at OBI can be addressed to chaplain@oneidaschool.org.

Cocurriculars at OBI

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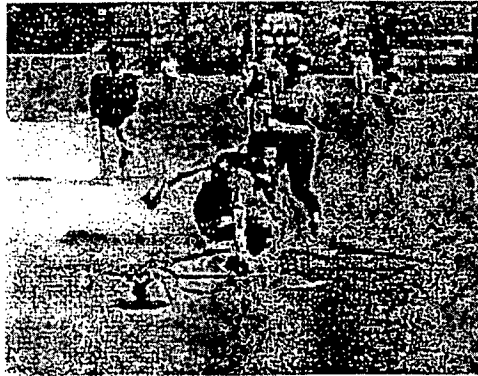
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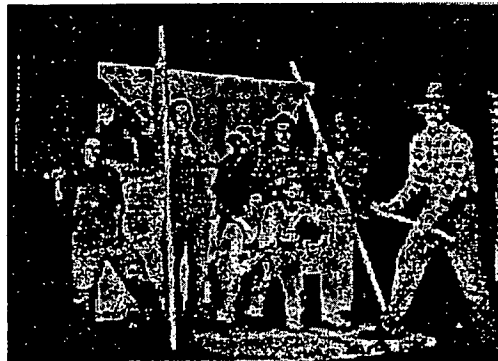


**"I like the way
they let
everybody get
involved."**

Oneida Baptist Institute is distinctive in allowing any student to participate in athletics regardless of ability. Any student may try out for a team, and no one is "cut" because of lack of ability. The only limitations are KHSAA rules, OBI rules and health considerations. Every year, many of our students participate in a sport or cocurricular activity for the very first time. This "open participation" policy is a key difference between OBI and other schools and one of the reasons we succeed with many students who have failed elsewhere.

Athletic possibilities include: volleyball, cheerleading and softball for girls; golf, wrestling and baseball for boys; cross country, basketball, swimming, tennis, track and field, and soccer for both boys and girls.

Other cocurricular programs are: FFA, Academic team, drama, choir band, chess club, BETA Club and Baptist Student Union. Students publish a monthly newspaper and an annual yearbook.



Work Program at OBI

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**"I've learned
maturity... I've
learned how to
live."**

An important Oneida difference is maintaining a strong tradition of work for every member of our school family. Every boarding student is required to have some type of job. Many cocurricular activities count as jobs in our work program. Students not involved in such activities can choose from a variety of chores. Boys clean our school and administrative buildings and do campus yard work. Girls work in the girl's dorm, dining hall and dishroom. Other jobs for boys and girls include a variety of farm work, dormitory cleaning, working in the OBI grill and serving as dorm hall monitors.



Students who excel at their jobs may be promoted to supervisory positions. Good and outstanding workers are rewarded throughout the year. Through the Oneida work program, our young people learn to value being on time, perfecting job skills, following directions and taking pride in a job well done. For many students, self respect and a new beginning start with a simple job done well,

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The OBI FAQ

Frequently Asked Questions About OBI

1. Why do students come to OBI?

- o They want a Christian education and Christian influences.
- o They enjoy the independence boarding school gives in preparation for college.
- o Some may be struggling academically in public schools.
- o Some need our Tutoring Lab or our 1:15 teacher/student ratio.
- o Others may be experiencing social or family problems.

2. Where do our students come from?

Approximately 50% of our student population comes from Kentucky. Another 40% comes from other states in the U.S. The last 10% of our students come to us from other countries. OBI is one of the most diverse high schools in the world.

3. How do people hear about Oneida Baptist Institute?

Most of our publicity happens the old-fashioned way: word of mouth. Students and their families share the news of our ministry with others who need to know. Many people in the helping professions recommend us. Our alumni are our best advertisement.

4. OBI is for students in what grades?

We enroll young people in grades 6-12.

5. Is Oneida a school for "problem kids?"

No. We are a Christian school that takes Jesus words and example as our mission. We are a "Good Samaritan" school, trying to share love and truth with young people who need hope and help.

We are not a reform school, and we do not focus exclusively on students who have problems. We do, however, often accept students who provide challenges for us. We do not accept any student who is not physically and emotionally able to be away from home. During our evaluation process, we seriously assess any behaviors that could hurt others and do not accept every student who applies. If you have questions about whether your child is appropriate, contact admissions@oneidaschool.org.

Many of our students immediately show that they simply needed adults to become involved with them as positive examples, a consistently caring environment and a more structured schedule.

6. What percentage of OBI graduates go on to higher education?

Approximately 60% of our graduates go on to some form of higher education.

7. When does the Oneida school accept students?

We realize that a young person may need what we have to offer at any time during the year. Since we believe in meeting needs when they arise, we do accept students year-round, though not every day. Our Admission's process goes on throughout the year and students are interviewed and accepted every Sunday (except within 3 weeks of a major break.) For more information, see our "Admissions" page.

8. **What can Oneida Baptist Institute offer my child that another school does not provide?**

- o a structured environment
- o small class sizes
- o nightly study hall
- o a Tutoring Lab for students with low reading or math skills
- o boarding facilities
- o a distinctive Christian approach
- o a unique student work program
- o friends from other countries and cultures

9. **What activities can my child be involved in at OBI?**

Through elective courses in school, students may experience many diverse subjects from the arts to welding. After school, our young people can participate in a variety of cocurricular activities. (For more information, see our "How We Are Different" page or go directly to "Cocurriculars".)

10. **How does the Oneida school maintain its distinctive Christian approach?**

- o Christian faculty and staff
- o daily chapel services Monday-Friday (required of all students)
- o one year of Bible required to graduate
- o an optional advanced Bible class
- o the only middle school/high school Baptist Student Union in Kentucky
- o Worship on Sundays (required of boarding students)
- o Optional Bible Studies and other activities.

(For more information, go to "Spiritual Life".)

11. **What if we're not Baptists? (or not even Christians?)**

We have never required that students or their families be Baptist or even Christian. In fact, most of our students do not profess to be Christians when they enroll. We respect the right of each young person to make his/her own decisions. Every year, many do respond and put their faith in Christ. See the information at spiritual life.

12. **What kind of success rate does Oneida Baptist Institute have?**

Our definition of success is Biblical. We often discover God has a different plan for a young person than anyone ever anticipated. Part of the reward of our ministry is seeing the excitement of a new discovery in the lives of kids who were experiencing failure and frustration prior to coming to OBI.

Do all of our students go on to college? No! But many go who may have been drop-outs if they had not come to OBI. Do all become Christians? Again, no. However, each year many young people come to understand their need of Christ-centered lives. Many students have told us that it was not only what they accomplished while students here, but

also the life-lessons they learned which helped them long after graduation. While we are not always successful, we have been able to motivate and encourage many who were destined for failure.

13. What kind of financial assistance is available for students?

Oneida provides financial assistance for virtually every student. Our fees for room and board are very modest by any standards. The average boarding school in America charges about \$20,000 per year. many are much more. The average cost to attend OBI is about \$4,000 per year. Additionally, many schools require the fees for each semester to be paid in advance, but our fees are paid monthly. Oneida students pay far less than one-half the actual cost of their academic instruction and daily care. For students with legitimate financial needs, we will go the second mile by trying to provide additional assistance.

14. What kinds of discipline are used with students at OBI?

Minor school infractions will earn a student an after-school detention. Teachers and deans may also assign essays to students. We do use limited corporal punishment in some instances, but only the school principal, Dean of Girls and Dean of Boys are allowed to administer this. A common form of discipline is the use of assigning work duties to young people who break the rules. The consistency and predictability of rules is a major reason many of our students turn their behavior patterns around and experience success.

Students may also be "campused" for the evening. This means they cannot go to "free time" or to the computer lab that night.

Boys and girls can also be "social campused" from one another in cases of inappropriate behavior. Students who are "socialled" can have no form of contact with each other for a specified number of days.

Oneida students who are suspended on campus are required to work during the school day. Suspensions may last anywhere from one to ten days. An average suspension is three days.

Boys generally work on the farm, yard crew or by doing supervised jobs on campus. Girls may be assigned to the greenhouses or the kitchen area.

15. How often may boarding students go home for a visit?

Dormitory students may have one weekend home per month, provided they live close enough for this to be feasible. Additionally, one other weekend a month the family may come to visit with the student on campus. (Go to Visit OBI for information on campus housing and lodging nearby.)

Our school schedule provides plenty of time for our young people to also enjoy extended periods of time with their families: fall break, Thanksgiving break, Christmas break, spring break, plus several long weekends. Because we do not normally cancel school for any reason,

the school year passes quickly. Our students are often out 2-3 weeks before public systems. (For more information, go to our "School calendar".)

An Overview of OBI Admissions

Admissions is a process that begins with an extensive phone interview with the parent/guardian of the potential student. When the interview is completed and the completed application and forms are received and reviewed, we can say if the student is appropriate for OBI. Families should know that financial information, counseling records, psychiatric evaluations and school discipline records are frequently requested and reviewed during this part of the process..

"Every Student is a unique person with unique needs that are carefully and prayerfully considered. The ministry of our Admissions Counselors is to be sure that every student who enrolls is a student we can help."

"The family has to know why they are choosing a boarding school; and the student needs to be committed to reachable, realistic goals that are worth the effort. Admissions is the process of bringing school, family and student together to agree on what we all want to achieve."

When the application process is completed and approved, a campus visit is scheduled. This visit will be on a Sunday and will include an extensive orientation for student and family, a campus tour, and interviews with the family and with the student alone. Students must consent to be a student at OBI during a private interview without their family present in order to enroll. Often, the student will stay at OBI and immediately enroll. Sometimes there is a short period of further consideration before the student is invited to stay.

Move on to Cost and Other Admissions
Information



Education for time and eternity

Come Visit Oneida Baptist Institute

P.O. Box 67 Oneida,
Kentucky 40972 606-847-
4111

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OBI Discussion Forum

An important part of our ministry is welcoming guests to our campus. Each year, hundreds of guests from all over the world visit OBI to learn about our ministry.

While we welcome anyone at anytime, we prefer advance notice of all visits so that tours and meals can be planned. Groups anticipating eating in the dining hall should give us at least a week's notice (or more) to guarantee enough food is prepared.

On campus accommodations are available, but are limited and frequently booked months in advance. These accommodations are appropriate for couples and small groups, but not for larger groups. Please contact Dr. W.F. Underwood (extension 202) or Mrs. Kay Underwood (extension 203) to plan your visit.

Visits to boarding students must be under guidelines of the student manual. This primarily affects students who are in their first 30 days at OBI, have discipline problems or job responsibilities. Please notify the dean of students, boys or girls if you plan to visit a student.

We only interview and orient new students on Sundays. If you would like to visit OBI to gather information with or for a prospective student, please notify the admissions office so that we can be sure you receive the information you need.

Accommodations are also available in Manchester (17 miles from campus) and London (40 miles from campus).



Education for time and eternity

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This directory will assist you in contacting staff at Oneida Baptist Institute and contact the right person with your question or request.

OBI MAILING ADDRESS: Box 67 Oneida, KY 40972-0067 T
for ALL Student mail.

Telephone: 606-847-4111 This is an automated switchboard. If you do
extension you want to reach, press zero and a receptionist will answer during

Fax Machine: 606-847-4496

Dormitory Phones (Available only at designated hours): Girls:
4321/4213, **Big Boys: 606-847-4512/4412, Baker Hall: 606-847-**

Extensions: Many staff have voice mail boxes on their extension. If
party does not answer, please leave a message at the voice mail.

Admissions: It is unlikely that you will get a phone call through
during the school day. You are encouraged to use e-mail or voice mail
possible.

President W.F Underwood: president@oneidaschool.org, Ext. 202. Contact
about all employment questions, volunteer opportunities and mission trip inquiries.
Underwood schedules all OBI choir performances in churches. Please do not
Underwood about routine student concerns. Contact the dean of students.

Administrative Assistant Kay Underwood: Ext. 203. Call here regarding inquiries
students and campus visits by groups or individuals.

Dean of Students Harold Underwood: harold@oneidaschool.org, Ext. 219.
students is responsible for all aspects of student life, particularly discipline.

Assistant Dean of Students Erma Smith: obi@kih.net, Ext. 217. The assistant
is responsible for travel arrangements and medical concerns.

Dean of Girls Billie Hoover: deanofgirls@oneidaschool.org. Voice Mail box
of girls is responsible for all aspects of girls' life outside of school.

Dean of Boys John Saldaris: Ext. 308. johnthebaptist7@juno.com. The dean

responsible for all aspects of boys' life outside of school.

Admissions Director Bill Mock: admissions@oneidaschool.org, Ext. 233.
address for your questions about admissions.

High School Principal Dr. Ed Lowdenback: Ext 214.

Middle School Assistant Sharon Lowdenback: Ext. 230

Tutoring Lab Director Charmaine Nichols: Ext. 227

Guidance Counselor Myrtle Cooke: Ext. 216. This is the extension for all q
classes, grades and schedules.

Office for transcript and academic records requests for previous students o
Jaspersen Ext. 215 Fax Ext. 258

Business Manager Jerry Pierce: Ext. 205

Student Billing and Accounts Betty Hasty: Ext. 206

Campus Minister Michael Spencer: campusminister@msn.com. This is the
information about campus ministry and religious life at OBI.

Publications/Print Shop Denise Spencer: denise@oneidaschool.org, Ext. 2

Athletic Director Larry Allen Gritton: Ext. 224

Farm Manager Ken Martin: obifarm@kih.net, Ext. 238.

Alumni Questions- Clara Alexander: Ext. 201

Music Department Chair Tim Cochran: trc3j@juno.com.

Senior Sponsor/English Department Chair Dan Stockton: the_captain_01

OBI Daycare- Ext. 239

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FFA Brings Home State Honors

It was the realization of a goal when two of our students brought home first-place trophies from the Kentucky FFA convention. Jennifer Martin won the FFA creed contest, while Becky Moore placed first in the swine proficiency placement area.

Farm manager Ken Martin stated that in January, 1997, he and the assistant farm managers set a five-year goal to have a student win a state contest in something. The June 7 victories occurred four years and six months later.

Our sales team came in second in the state. Jennifer Martin was the second high individual and Elizabeth Mischler was third high individual in the sales competition. Other members of the team included Bailey Pinson and Jon Colliver.

Adam Clemons and Becky Moore received their state FFA degrees, and were the first students from OBI to ever receive that honor.

Justin Whitworth and Becky Moore served as OBI's two voting delegates at the convention. Becky became chairman of the Earnings and Savings Committee for next year. Mr. Martin noted that this was definitely an honor.

Becky and Jennifer also participated in the state FFA chorus and served one evening shift as part of the "courtesy corps" in the hotel.

Track and Field Competes at State Level

The OBI track/field team went to state with best personal times of the season, regional wins, and top state rankings in several events.

Jonathan Moore won the third place state medal in the 100-meter dash. Going into regional competition, Jonathan's season record had him ranked third overall of Class A runners in the state, and first in the region. He qualified for state with a first place regional win in the 100-meter dash, and a second place finish in the 200-meter dash.

Aaron Gebrehiwot earned sixth place in the 200-meter run. At regionals, Aaron had cut 57 seconds off his season's best time to place second. OBI track coach, Ms. Michelle Mau, called it the race of the day and commented, "It was amazing. I still can't believe it. He ran such an awesome race."

The men's 4x100 meter relay team just missed a state medal with their ninth-place finish. The team included Zach Zamudio, Aaron Gebrehiwot, Eujay Dueh, and Jonathan Moore.

Drafting Students Claim State Prizes

Oneida advanced drafting students claimed four of the five prizes available at the state-wide balsa wood model bridge building competition held in Louisville, Kentucky.

Brandon Roundtree (pictured) won first place in efficiency and strength. His 3.632-ounce bridge held 480 pounds. Zach Thomas placed second in efficiency with his 3.280-ounce bridge, which held 256 pounds. Josh Turner took third place in efficiency, and Adam Dulin finished fourth.

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Each week President W.F. "Bud" Underwood writes a column for our Kentucky Baptist State newspaper. "This is Oneida" is a good way to learn about our school. Click to Read the latest column here. Selected past columns are included here in the archives.

- Burying Baby Pigs in the Cornfield
- One Hundred Years later and a world away
- Thanksgiving and More
- Don't Forget the Gifts
- How Do You Come Up With The Names For Your Buildings?
- Can You Save Me Real Fast?

Second week of August, 2000

This is the weekend that students return for the new school year. It is always the most exciting time of the year for those of us who work at OBI. The next few days will be filled with happy reunions and new friendships. Students will feel overwhelmed and teachers will try not to appear to be overwhelmed.

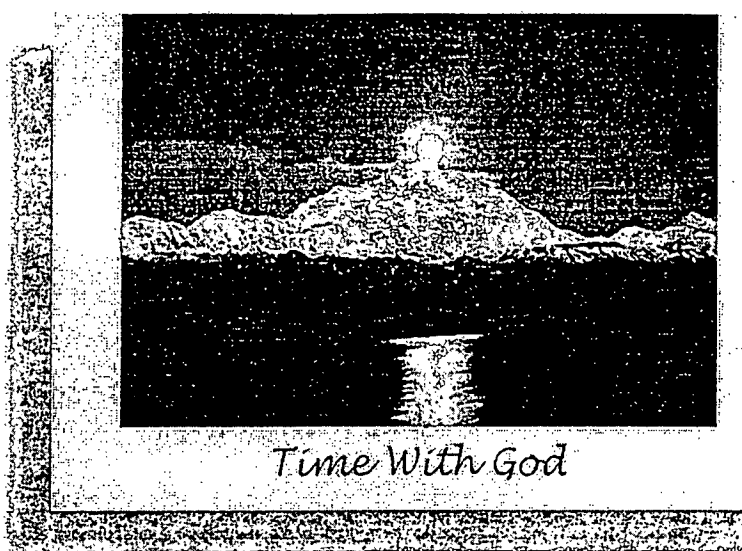
At this time of year, we are very aware of the sovereign plan of God in which we are just a small part. Hundreds of different paths from all over the world will converge in this small Eastern Kentucky community. Many will wonder how they ever came to be here. That is one question with an obvious answer: God brought us all here.

Scripture says that God is determined to do far more than any of us can ask of think. We never know what God is going to do in a given school year, but we can glimpse some of his wonderful plans as we join together in starting the process of caring, teaching, worshipping and sharing.

At this time of year, we sometimes feel a kind of temporary sense of adequacy. It will quickly pass. We will be thrown back on the resources of the Father almost before the first day has passed. This is good. It is one of the ways we are blessed. A single days work is far beyond our human resources.

Oneida is a planting ministry more than a harvest ministry. We will see some of the harvest, but most of our work is in the planting, weeding and cultivating of God's garden. Because each person is an individual who will bring unique needs and challenges, our approach to each person will be different. These beginning days are times of coming to value our students as individuals.

Thank you, Father, that along with thousands of partners in your Kingdom, we are here at a crucial juncture of your wonderful plan for hundreds of students. Sustain and help us, empower and change us, equip and bless us, all in your Spirit and your Son. Amen

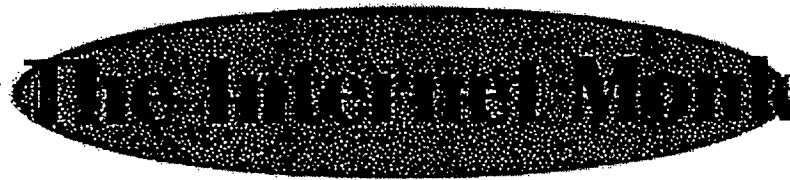


Time With God

At the center of our life as a school family is a daily time of worship. We invite you to join with us in prayer, praise and hearing God's Word.

ARCHIVE
Michael's E-mail
My Philosophy
Michael's Resume

The Truth about
Michael



A Webjournal Edited by Michael Spencer

A nation attacked is a nation tested. Do we have the courage to tell the truth and act with justice?

Truth

Drudge
Washington Times
National Review
Frontpage Mag
Fox News
Jewish World Review
World
Rush Limbaugh
Michael Reagan
WSJ Opinion Journal
WorldNetDaily
Town Hall

Life

Obscure Reading
Room
Reference Desk
Britannica
Weather Underground
Washington Post
Google

Poetry

Noel Spencer

This Is What Happens... by Michael Spencer



A Nation attacked is a nation tested. In 1941, the Pearl Harbor Invasion mobilized a nation and brought out a depth of national character against a clear enemy. The evasive face of terror brings a different kind of test to Americans; a test that begins with telling ourselves the truth. Any thinking person knows that we have been playing the odds with terrorists for a quarter century and on 9/11/01, we lost in a stunning way. Here's my list of where truth telling begins. **(MORE)**

The Two Faces of Pa Involvement by Steve McFarland



Liberals love the rest of u guilty. It's es effective if y the guilt pro tactic to so ill that has little or no relation to the produced. Case in point: the long s crusade for more parental involvem public schools. Steve McFarland p what real parental involvement is, a the lie to the guilt tactic. Steve will detention for this one. Read on. **(M)**

Condit/Levy: Our National Train Wreck by Michael Spencer



Gary Condit. He's like one of those words you've said for years- like kumquat- and suddenly you just say to yourself, "WHAT IS THAT?" respect to the Levy family, I think we can all benefit from taking a lo at this difficult episode, and asking ourselves what this indicates ab political culture in America. While I'm not one of those who think Co murderer, I am one of those who think he deserves the contempt of voters in Modesto. Hey, you guys could elect a conservative Republ who would at least be embarrassed by his behavior. (Right, Newt?)

Talk About It on the Message Board **(or just post a comm**

Michael Spencer's Most Popular Features

Why Conservatives Should Reconsider the Death Penalty Limited governm human fallibility are conservative issues that still matter.
Respectashockability Marilyn Manson and James Dobson: gagging all the way bank.
To Clone or Not To Clone. Not a joke, just a bad idea.
Why I Love the Bard. Shakespeare rescued me from a white trash existence.
Mariah in Oz. On the verge of a nervous breakthrough. You go girl.
Zero Tolerance Follies. Saving America from wayward youth like the Bush girl
Singing Praise Choruses With Barbarians at the Gates Our most complime article so far. And all because someone said I WAS TOO OPINIONATED!

Why I Am A Christian: A Ten Point Argument I'm as out front about my beliefs as I can be in a short space. Attack, agree or be amused.

Beware the Class of 2001 Why liberals and conservatives need to attend grad school and shake a few hands.

Why do Conservatives Love Standardized Tests? Get out your pencils and go to mark those circles.

Trashing the Moral ABCs The problem isn't Eminem; it's the silence of those who should know better.

(They're all in the archives)

Steve McFarland's Dispatches From Our Public Schools Hugs For Mrs. Hardesty Lessons in Life that you will never hear in class.

What Our Children Know Anyone who says kids need to know more about drugs must know some.

A Hero To Remember The great Willie Stargell recalls a better, more decent America

The Kids Are Watching The NFL (of all places) shows signs of understanding why things have been getting worse.

P.E., Paddles, and Putty: A Few Things Misplaced in Schools When something changed for the worst, why not take a look at what's changed to make it worse?

Is There a "Big Fix" For Public Education? Go ahead. Admit it. Anyone who says they have the answer must not know the question.

Eric Rigney's "CultureWatch" Features
The Good Spell of Harry Potter It's a cultural mega-phenomenon. Why are so many Christians missing the magic?

Flea Market Anthropology (Stupidity Rant II) Our CultureWatch Editor ventures into the flea market... with predictable results.

Christian Propaganda is Better Left Behind Our most controversial article. Eric's opinionated look at "Left Behind" and the fact of evangelical propagandizing.

John Lennon The left's Patron Saint reminds us that the search for meaning is universal

Noel Spencer's "My Opinion" Column
Brittney Spears: Role Model of What? From Mouseketeer to stripper-in-training

Michael Highly Recommends the Books (and prices) at Discerning Reader

Avoid the dumbing down of today's Christian culture



Special Articles
My Final Visit To A Christian Bookstore In the spirit of keeping a good Lent, Michael gives up his primary vice.

Evangelical Skunks Michael's response to Eric's Left Behind article, with a few points of cultural victory of Evangelical tackiness.

Randy As We Knew Him My brief relationship with one of the Texas Seven is food for thought.

A Little Rebellion Now and Then Why the Anarchist movement isn't a rerun of the The NRO Review of "Left Behind" that seems to annoy some readers Hope on the web. It could have vanished by now :-)

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Limbaugh Listeners WebRing

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The Internet Monk

"the power of opinion, the phenomenon of speech, the impact of truth
A Webjournal and News Review by Michael Spencer

Updated 2/6/01

Our CultureWatch Editor takes on the demise of the serious reader

Truth

Drudge
Washington Times
National Review
Frontpage Mag
Newsmax
Fox News
Jewish World Review
World
Rush Limbaugh
Michael Reagan
WSJ Opinion Journal
WorldNetDaily
Town Hall
SmarterTimes

Life

Obscure Reading Room
George
CBS Marketwatch
Reference Desk
Britannica
Weather Underground
Washington Post
First Headlines
Google
Commentators

In a post-literate
culture, the very act of
reading is
revolutionary.

"To elect McAuliffe party
chairman is an exercise
in the art of living
dangerously. Bill Clinton
perfected that art, and
Washington real-estate
and financial millionaire
McAuliffe is his protege,
as well as handpicked
chairman of the

Special Feature: Randy As We Knew Him by Michael Spencer



Randy Halprin, one of
the Texas Seven, a
convicted child beater
and now quite likely to
be convicted and
executed for capital
murder in the death of
a police officer, attended the school where I
teach. For parts of three years, he was a
familiar face on our campus. As I've watched
his journey into criminal notoriety with
curiosity and sadness, its made me think
about the realities of American life his case
represents so well.

Randy, and his brother, both adopted, came
to our school from Texas. Whatever problems
he'd experienced before coming were
relatively minor, but like millions of American
young people, he wasn't connecting. Not with
school, or family or community or with the
right people. So he came to us for a new
start. In that, he was fortunate, since millions
of kids just fall through the cracks. (MORE)

The Reading Room 2.6.01

The Internet Monk is well known among his Evangelical brethren as an undeterred
the "Left Behind" phenomenon. The on-target review of the film at the NR Online W
makes me proud to have declared my colors early. I encourage my Christian friends
long look at what Christians believed for two thousand years and compare it to this
What's wrong with this picture? It's American sci-fi, not Bible.

Charles Murray is brilliant, and this culture-wise piece on the decline of America i
trash heap will give you plenty to think about. The downhill slope is truly made up of
little steps that finally take us over the edge. And every one of us can do something
haven't read anything this prophetic in a long time.

My advice on the Congressional version of the Patient's Bill of Rights: Don't look
pawn of the insurance industry. There is a lot to be commended in this legislation, e
it has its flaws. The President should make it clear he will sign something, but not ev
I'm looking for President Bush to show how skillfully he can assess the expenditure
capital and work with his adversaries. Americans are strongly bothered by the outra

CultureWatch: The Boo Many; The Readers ar by Eric Rigney



If you ar
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anyone else bothered by the fact th
reads anymore? I know, I know, so
point out that the New York Times
list proves otherwise, that the millio
dollars authors reel in every year in
people are reading books by the gr
in a society of books, someone will
literate than any other generation b
(MORE)

Democratic National Committee (DNC). Even as DNC members obeyed orders from the former president and Sen. Hillary Clinton to elect McAuliffe, they worried about Republicans taking over federal investigative machinery. "Bring them on!" McAuliffe said on National Public Radio last week, adding: "Who cares? So what?" (Bob Novak)

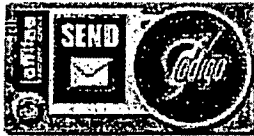
HMO system. We've been through four in the nine years I've been at my current em they've all been ridiculously insensitive. Compassionate conservatism must be savv conservatism as well.

The possibility of a major airline strike in the spring and summer is a story that b watching. The airline industry is starting to take on the appearance of a black hole f the U.S. economy. The President has some clout here and needs to let the parties k won't be afraid to use it. I can't imagine there is much political capital at stake in sidi consumers, but at base, this is about airline safety and the health of an entire indust

We have discovered that the \$100,000 fee to rent Bill Clinton as an after dinner also includes a cadre of protestors. Best chant: "Buy a trailer. It's so you!" The prote the bad taste to show up at Morgan Stanley Dean Witter affair where the ex-prez wa eloquent on spending money on diseases. Just think- they could have gotten the sa for a couple of pieces of furniture.

At one time, conservatives had a lot of good things to say about a cut in payroll t it seems to be the Democrats who mention it the most. This is a tax cut that every w family would appreciate and it is good politics. Makes a great speech line. Great vis that. If the White House needs some negotiating room to get the tax cut through, the tax cut should be part of the package.

A great article on the formative years and culture of President Lincoln. As a nativ Kentuckian, it is good to remember the virtues of one of our greatest Americans was strength of family and rural communities.



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The Internet Monk

"the power of opinion, the phenomenon of speech, the impact of truth"

A Webjournal and News Review by Michael Spencer

Updated 2/3/01

Special Feature: Randy As We Knew Him by Michael Spencer



Our school is one of those "faith-based" organizations that has a of accepting students who are not connecting with family, school community. We have a strong academic program, special help for struggling students, extra-curriculars, a work program for every student, and, appropriate to our tradition, religious education and an appeal to make a personal commitment to Jesus Christ. (Relax, liberals. We get no government funds.) Every student who comes to us is brought to us by their family, so we're working with families to find success for their children.

Randy Halprin's family was unusually supportive of what we were doing. Everyone who knew Randy and his brother recalls the story of his Jewish father bringing his boys to us, he would rather his boys be good Christians than bad anything else. But we could also see the pain this family was experiencing. Something wasn't going right. Like so many adoptive families experiencing problems with teenagers, there seemed to be a sense of desperation. This was their work.

Randy was a very well-behaved and pleasant young person. He made a good impression on those who worked with him. I can't find a single staff member with a bad memory of Randy. Randy didn't fully take advantage of what we had to offer. He made friends, he passed his classes, but he didn't get involved in activities or sports, he didn't excel at anything, and he never showed the insight into his own life that is the basis of real change.

Two things about Randy stay in my mind. One was his relationship with a girl. Randy and a young lady were one of those couples that everyone thought would never break up. She was bright and flamboyant; he was quiet and utterly taken with her. They took up residence in the school grill and spent every available hour together, gazing at one another with total devotion. When I think of "a young man in love," I always think of Randy.

The other was a Sunday evening when the preacher gave a public invitation to our students to come forward and indicate their desire to receive Jesus Christ as Lord and Master. In our tradition, this is an adult step, a life-changing step, and the most serious single commitment a person can make in life. Randy came to me, weeping and sincere, wanting to become a Christian. I talked with him, we prayed together and Randy went back to his room with a new faith in Jesus.

My tradition also says that everyone who walks forward, cries and prays is not necessarily genuinely converted. It is the beginning of a journey that reveals true faith and nurtures faith. It is a journey that may include terrible mistakes and seasons of darkness. In the end, we leave the results up to God. But we remember Jesus said it is not the healthy who need a physician, but the sick.

Randy got in trouble at our school. At first, it was pranks like sneaking in a girl's restroom going out his window after bedcheck. Then he carved his name- and his girlfriend's name on a bench on campus. For these problems, he was briefly suspended from school. Then, in

Randy went to a city nearby for a weekend with friends of his family. While there, he got trouble with the law for theft. When he returned, we determined we were no longer appr for Randy and we expelled him.

Then Randy's story becomes the story of millions of young people in America. His family refused to take him back. Now legally an adult, they gave him money and put him on his he was on the streets. In 1996, Randy had returned to Texas, and was living in a homel shelter, where he was befriended by a young mother. He moved in with her and her chil few months later, under the influence of drugs, Randy brutally beat her infant son, inflicti many serious wounds including a fractured skull. He was sentenced to 30 years in priso (Randy's brother, who was much more of a problem for us, was also incarcerated during time, and is today.)

* * * * *

On one of the many television shows about the Texas Seven, an official of the Texas pri system kept referring to Randy as "scum." John Walsh said that he hated Randy the mo because he had attacked a child. In his ABC interview, Randy said he broke out becaus thought he would have a chance to be a different person, not this "monster" he'd becom eyes of the public. Another official said that the fact these men were prisoners made any comment about the abuses in the Texas prison system meaningless.

I'm sorry, but as hard as I could ever try, I will never be able to think of Randy in this one dimensional way. Now don't think I'm a laying aside my conservative values. Randy will charged with capital murder, and even though I'm personally convinced he didn't pull the he is as guilty as those who did. He'll be charged, likely convicted and should be execut found guilty. I would say this to Randy. And I would say it with a broken heart.

Randy Halprin isn't scum. He isn't a monster. He is what we all are- a sinner. A rebel ag God and a person utterly committed to selfishness, not love. In his heart, and in all of ou is every evil from lying to murder to genocide. I've been to prisons and I didn't feel like I visiting aliens from another universe. I recognized all these prisoners as very much like There but for the grace of God, go I.

Randy made terrible choices. He increasingly made choices based on his own survival a expense of others welfare and lives. The further down this road he traveled, the more pa and dangerous these choices became. It's a long way from stealing a credit card to killin but its not as far as some of us think.

But we, all of us who knew him, failed Randy as well. He behaved in such a way that his couldn't help him any more, but all of us with children know that something is very wrong American family life. Something that is tearing children away from their families, and into violent and empty. Too many young people are divided from their families by divorce, dr materialism and rebellion. Schools, counselors, the community: all of these had a chanc impact Randy's life. The choice of how to respond was his, but the opportunity was ours.

Our school had its opportunity. I know I could have done more for Randy and thousands others like him, but I routinely say that what I am doing is enough. Now I can wonder if o invested in that young man, one more effort at friendship and mentoring, one trip to the or out to eat, would have changed his life. I'll never know.

At the Republican National Convention, George W. Bush said something interesting. List

"A couple of years ago, I visited a juvenile jail in Marlin, Texas, and talked with a group o inmates. They were angry, wary kids. All had committed grown-up crimes. Yet when I lo

their eyes, I realized some of them were still little boys."

"Toward the end of the conversation, one young man, about 15 years old, raised his hand and asked a haunting question, "What do you think of me?" He seemed to be asking, like many Americans who struggle: Is there hope for me? Do I have a chance? And, frankly, do you, a white man in a suit, really care about what happens to me?"

"A small voice, but it speaks for so many: single moms struggling to feed the kids and parents; immigrants starting a hard life in a new world; children without fathers in neighborhoods where gangs seem like friendship or drugs promise peace, and where sex sadly seems the closest thing to belong. We are their country too. And each of us must share in its promise; the promise is diminished for all."

"If that boy in Marlin believes he's trapped and worthless and hopeless, if he believes he has no value, then other lives have no value to him, and we're all diminished."

"When these problems are not confronted, it builds a wall within our nation. On one side is wealth, technology, education and ambition. On the other side of that wall are poverty, prison, addiction and despair. And my fellow Americans, we must tear down that wall."

What I hear in that recollection is the truth that we accomplish nothing by demonizing those whose problems and behavior tell us something important about all of us, and something important about our country and our political culture. By simply saying that everyone is a deviant and the rest of us are all right, we are building bricks in a wall that is dividing America in ways we cannot afford to be divided.

It is time for conservatives to develop an approach to every social issue that doesn't just create problems but creates results. We can be for excellence without leaving majorities of minority children behind. We can be for law and order and still work for non-prison justice alternatives. We must, and must, take a look at our "drug war" and see it is a failure for America and for its young people. There are alternatives: faith-based, humanistic, effective alternatives that are too often impossible. It is time we invest in literacy, job training and entrepreneurship for all Americans, especially those at risk and who need to start over.

And it is time we looked and listened to our young people, rather than seeing them as monsters. These are our children, and God will ask us about what we did with them.

I will write Randy and tell him we remember him. We know he is not a monster. He is part of what we do right. He is part of what we do wrong. He is a predator, and he is a victim. He is a challenge of compassion and conservatism for a new generation of conservatives.

Michael@internetmonk.com

Box 313 Oneida, Kentucky
40972

Phone 606-847-4111 (ext 231)

Fax 606-847-4496

E-mail:
Michael@Internetmonk.com

Michael Spencer

Education

1974 - 1975
Williamsburg, Ky

Cumberland College
Religion/Philosophy major

1975-1978
Owensboro, Ky
Religion/Philosophy

Kentucky Wesleyan College
Bachelor of Arts

1979/ 1982-1984
Louisville, Ky

Southern Baptist Theological Seminary
Master of Divinity

1986-1987
Louisville, Ky
1976 - 1978
Owensboro, Ky

Southern Baptist Theological Seminary
Post-Graduate Study
Buena Vista Baptist Church
Minister of Youth

Professional experience

1979-1982
Owensboro, Ky

Bellvue Baptist Church
Minister of Youth

1982-1984
Owensboro, Ky

Highland Baptist Church
Minister of Youth

1984-1988
Somerset, Ky

First Baptist Church
Associate Minister

1988-1992
Shepherdsville, Ky

Bullitt Lick Baptist Church
Pastor

1992-present
Oneida, Ky

Oneida Baptist Institute
Campus Minister, Teacher

Currently
Manchester, Ky

Manchester Presbyterian Church
Minister

2000-Present
Oneida, Ky

Internet Monk Publications
Editor

Personal

Married to Denise Spencer for 23 years. Two children: Noel, age 16
and Clay age 13.

ⁱⁿ records from Oneida

Age 13
9-13-77

Randy Halprin.

"Why I want to become a genius"

As a child in school I was very slow. I started kindergarten not knowing any alphabet or how to count. My parents pushed and pushed me to try harder, but I did not. Eventually I learned the necessary, but still did not try very hard.

I continued on with the lackadaisical efforts on school. I didn't care. I thought to myself, "What is school? Why am I waiting all this time on nothing? Soon I would regret having not cared for school."

It was the seventh grade, and nothing was going to stop me now. I was a "big man." I didn't have to listen to anybody. My grades became worse than they had previously been. My parents grew worried, not knowing what had happened to their son. That year I failed the seventh grade. Then came Oxnard.

I arrived at Oxnard with a different attitude on school. The only reason for that was so I could get out of that place. I began to think, why am I doing this, is it for me or is

Affidavit

Before me, the undersigned authority, personally appeared Kathryn J. Jaspersen, who, being by me duly sworn, says as follows:

My name is Kathryn J. Jaspersen, I am of sound mind, capable of making this affidavit, and personally acquainted with the facts herein stated: I am the custodian of the records of Oneida Baptist Institute. Attached hereto are 23 pages of records from Oneida Baptist Institute. These said pages are kept by Oneida Baptist Institute in the regular course of business, and it was the regular course of business of Oneida Baptist Institute for an employee or representative of Oneida Baptist Institute with knowledge of the act, event, condition, opinion, or diagnosis, recorded to make the records or to transmit information thereof to be included in such records; and the records were made at or near the time or reasonably soon thereafter. The records attached hereto are the originals or exact duplicates (i.e. photocopies) of the originals.

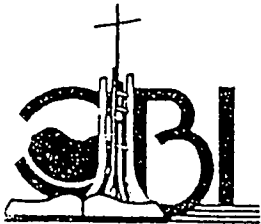
Kathryn J. Jaspersen
Custodian of Records for Oneida Baptist Institute

SWORN TO AND SUBSCRIBED before me on the 23rd day of OCT, 2001.

Harold S. Underwood
Signature of Notary Public

HAROLD S UNDERWOOD
Notary's Printed Name

My commission expires: 2-5-2004



ONEIDA BAPTIST INSTITUTE

Dr. W. F. Underwood, President

Education for time and eternity

Founded in 1899

P.O. Box 67
Oneida, Kentucky
40972-0067
(606) 847-4111
Fax (606) 847-4496

NAME HALPRIN, RANDY SEX M DATE OF BIRTH 9-13-77
LAST FIRST MIDDLE MONTH DAY YEAR BIRTHPLACE

GRADE SCHOOL GRADUATED FROM

DATE ENTERED THIS SCHOOL 1-20-92

ATTENDED OTHER

MONTH DAY YEAR
W 1-8-96

SECONDARY SCHOOLS

1993-94							1995-96													
SUBJECTS							SUBJECTS							SUBJECTS						
1ST	2ND	3RD	4TH	WK	CR		1ST	2ND	3RD	4TH	WK	CR		1ST	2ND	3RD	4TH	WK	CR	
9th Auto Maint.	F	F	C	B		.5	Adv. Bible	A						SUMMER '93						
Biology	D	B	B	A		1	Anatomy	D						P.E.	B					.25
P.E./Health	C	C	B			.75	English IV	B						English I		B	B	B		.75
Computer	C					.25	Geography	B						SUMMER '94						
English I	C					.25	Intro.Ch/Ph.	D						Algebra I	B	C	B	B		1
English II	D	D	C	C		1	Piano	A						SUMMER '95						
Drivers Ed.			B	B		.5								Bus. Math	D	C				.50
Piano	A	A	A	A		1								DAYS ABSENT						
World Hist.	D	C	A	B		1														
DAYS ABSENT						TOTAL 6.5	DAYS ABSENT													
1994/95																				
SUBJECTS							SUBJECTS							SUBJECTS						
1ST	2ND	3RD	4TH	WK	CR		1ST	2ND	3RD	4TH	WK	CR		1ST	2ND	3RD	4TH	WK	CR	
Chem/Int.Chem	F	C	C	C		.75														
Geom/Inf.Geom.	F	C	D	C		.75														
Child Dev.	A	A				.5														
Creat.Writ.			A	A		.5														
Eng. III	B	A	B	B		1														
French I	D					.25														
Piano	A	A	A	C		1														
Typing I		A	C			.5														
U.S. History	A	B	C	B		1														
DAYS ABSENT						TOTAL 6.25	DAYS ABSENT													

GRADING SCALE

A- 90-100
B- 80-89
C- 70-79
D- 60-69
F- 0-59

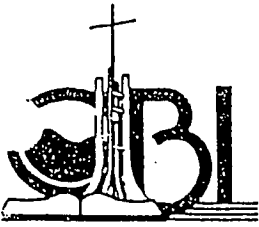
CREDITS REQUIRED TO GRADUATE:

STANDARD DIPLOMA 20
ADVANCED DIPLOMA 23

Kathryn J. Jaspersen
Kathryn J. Jaspersen
Guidance Secretary

ACCREDITED BY THE KY DEPARTMENT OF EDUCATION

Date 10-9-01



ONEIDA BAPTIST INSTITUTE

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Founded in 1899

NAME				SOCIAL SECURITY NO.			
LAST	FIRST	MIDDLE					
HOME ADDRESS				HOME PHONE			
STREET		TOWN	STATE	ZIP CODE	AREA CODE	NUMBER	
FATHER'S NAME				NATIONALITY		RELIGION	LIVING
MOTHER'S NAME				NATIONALITY		RELIGION	LIVING
FIRST		MAIDEN	LAST				
FATHER'S OCCUPATION							
MOTHER'S OCCUPATION							
GUARDIAN'S NAME				ADDRESS		PHONE	
NO. OF BROTHERS		NO. OF SISTERS		LANGUAGE SPOKEN IN HOME			

TEST SCORES

NAME OF STUDENT		SOCIAL SECURITY NUMBER		TEST DATE	
HALPRIN RANDY E		453770592		04	95
				MONTH	YEAR
ACT		ENGLISH		MATHEMATICS	
TEST SCORES:		16		12	
SUBSCORES:		08 08		04 10 02 08 07	
		USE/TECH. RHET.		ELEM./ALG. ALG./GEOM. GEOM./TRIG. SOC. SCI. ARTS/ART.	
				SCIENCE COMPOSITE (TYPE 1ST)	
				16 15 N	
				% AT OR BELOW NAT'L COM.	
				13	

DATE OF GRADUATION	NO. IN CLASS	RANK	GPA
GRADE COMPLETED (IF NOT GRADUATED)			
WITHDRAWAL	REASON	DATE	
TRANSCRIPT OF CREDITS SENT TO		DATE	

GRADING SCALE

A- 90-100
B- 80-89
C- 70-79
D- 60-69
F- 0-59

CREDITS REQUIRED TO GRADUATE:

STANDARD DIPLOMA 20
ADVANCED DIPLOMA 23

Kathryn J. Jaspersen
Kathryn J. Jaspersen
Guidance Secretary

ACCREDITED BY THE KY DEPARTMENT OF EDUCATION

10-9-01
Date

NAME OF STUDENT Randy Ethan Halprin
NAME OF PARENTS 90 Dan Halprin
ADDRESS OF STUDENT 2906 Oak Trail Ct
Arlington, TX 76016
TELEPHONE NUMBER OF STUDENT 817-265-7725 home (Zip Code)

NAME OF REFERRAL AGENT friends
ADDRESS OF REFERRAL AGENT
(Zip Code)

Telephone Number of Referral Agent
(area code)

Have any relatives or friends attended? Yes? ☒ NO? ☐
If "yes", WHO? Shawn Gregg

(1) Why are you thinking of a boarding school for your child? family is Jewish, can't get him motivated works as volunteer at police dept, never thinks through his actions

(2) What special interests? Sports? Music? Mechanics? Art? wants to be a policeman, choir, perhaps piano,

(3) Any medical problems? no

(4) How does child do academically? failing but capable

(5) Ever suspended or expelled? arguing w/ friend over religion

(6) Any trouble with law? no

(7) Ever runaway from home? no

(8) Any problems with: marijuana? drinking? etc. no

(9) When can you come to visit? 12:30 1/19 to stay
Not a trouble maker
Clean cut guy.
when going gets tough he backs off
has no problem in school

Those were all things that I were very proud of.

Oneida, was my highland, my home. I miss it very much. Too much. Never have I wanted something back so badly. I would do anything for another chance. I want to be the Randy I was for so many years. I want to be the person everybody could depend on, everybody trusted. I miss Oneida.

Ever since I was removed from the Overdie Family, I've been lonely. Yes, I know it is my fault, but I want another chance. I'm not suicidal in any way. I'm not emotionally unstable. I've always had a good outlook on life. Times were getting stiff for me, but never would I kill myself.
Over ~~anything!~~

Now, I am 17 years old going on 18. I've been working at Subway. It's okay there. I get paid enough to live off of. My apartment is nice, but honestly I miss the dorm rooms of Oneida. My problem is no school will accept me. I can't go to public school without my parents signing me in. It takes a year to get the G.E.D. and honestly I want a High School Diploma. I had it all worked out ~~for~~ for Oneida next year. I only need 4.5 credits. I want Oneida on my diploma.

What would it take for me to come back?
I'm willing to give up everything. My breaks, I'll work
both work programs. Please, Sherida is where I belong.
I won't steal, I won't graffiti. I need a property
and you don't have to worry about my Emotional State,
because I am just fine.

where I feel comfortable. I can say I love Oneida, because I've experienced so much about life there.

Please, IF there is any thing I can do to get back into Oneida tell me. Don't think this letter is of ~~any~~ "brown nosing"; I mean everything I wrote. I really want to come back "home!"

Thank you for taking the time to read this. My address is 1521 Continental Sq Apt 27 Lexington, Ky 40505 (606) 249-3328. Once again thanks for your time.

In christ,

Randy Holman

Letters sent to Randy's friends/brother

October 18, 2001

Mr. Wesley D. Halprin
1026653
B-1-B26
4176 FM 1800
Breckon Ridge, Texas 76424

Dear Mr. Halprin,

My name is Kristin Bliss. I am a third year law student at Southern Methodist University. One of my classes is working with defense attorneys George Ashford and Ed King in the defense of your brother Randy Halprin. I am writing to you on his behalf.

My class partner, Cindy Casey, and I have visited with Randy on a few occasions and were able to obtain your address through him. If you have already been contacted by Mr. Ashford or Mr. King, I apologize for any repetitiveness.

We are aware of your close relationship with Randy and are anxious to speak with you concerning all of the favorable information, stories and memories you have about Randy that you may be willing to share. Anything we may be able to learn from you will assist us in our defense of Randy.

We have been talking with Randy about the time he spent at Oneida Baptist Institute and the friends and memories he has from those five and half years. We are also aware that you began attending Oneida a few years after Randy. We are specifically interested in finding a yearbook from any year Randy attended. This information would assist us in finding former friends and teachers who may lend complimentary testimony at Randy's trial. If you have one of these yearbooks and are able to send it to us, would you be willing to lend it to us for the purpose of his defense?

We are also interested in obtaining any pictures or videos of Randy with family or friends that might be used as evidence of Randy's character and personality.

Please email me at your earliest convenience at kbliss@mail.smu.edu. so that we may continue to build our defense. You may also call Ed King at 214-871-8800.

Thank you for your assistance.

Sincerely,

Kristin M. Bliss

October 18, 2001

Miss Mindi Sternblitz
P.O. Box 152805
Arlington, Texas 76015

Dear Miss Sternblitz,

My name is Kristin Bliss. I am a third year law student at Southern Methodist University. One of my classes is working with defense attorneys George Ashford and Ed King in the defense of Randy Halprin. I am writing to you on his behalf.

My class partner, Cindy Casey, and I have visited with Randy on a few occasions and were able to obtain your address through him. If you have already been contacted by Mr. Ashford or Mr. King, I apologize for any repetitiveness.

We are aware of your long friendship with Randy and are anxious to speak with you about any favorable information, stories or memories you have about Randy that you may be willing to share. Anything we may be able to learn from you will assist us in our defense of Randy.

Please email me at your earliest convenience at kbliss@mail.smu.edu. so that we may continue to build our defense. You may also call Ed King at 214-871-8800.

Thank you for your assistance.

Sincerely,

Kristin M. Bliss

EMERGENCY INFORMATION

Significant Medical Problems

Allergies

Drug Sensitivities

Other

GROWTH RECORD

Age

Date _____

Height

Weight

Head Circ.



**KAISER PERMANENTE
MEDICAL CARE PROGRAM**

IMMUNIZATIONS AND TESTS

Child's Name

Halpin Hardy

Address

Birth Date

9-13-27

Sex

19

Parent's Name

THIS BOOK IS A VALUABLE PERMANENT RECORD. BRING IT WITH YOU WHENEVER YOU VISIT YOUR DOCTOR.

KEEP THIS BOOK IN A SAFE PLACE

**THIS INFORMATION WILL BE NEEDED
WHEN YOUR CHILD ENTERS SCHOOL**

010220

PHYSICAL GROWTH NCHS PERCENTILES*

NAME

RECORD #.

[illegible]

Ross
Growth &
Development
Program

AF, Mexico, 1979. Data from the National Survey of the Mexican Labor Force, 1979. Data on the percentage of the population in the labor force, by sex and age group, are shown in Table 1. The percentage of the population in the labor force, by sex and age group, is shown in Table 1. The percentage of the population in the labor force, by sex and age group, is shown in Table 1.

Arlington Memorial Hospital
800 W. Randol Mill Road
Arlington, Texas 76012

Emergency Medical Record

Account number 9128600042 Medical record number 0000503395 Admission date and time 10/13/91 10:56 Health care plan ☐ MC ☐ HMO ☐ PPO ☐ PP

Name (Last) ALERIN, RANDY E (First) (Middle initial) Birth date 09/13/77 Age 14 Y Sex M Allergies ☐ NKA

Time B/P Pulse Resp Temp ☐ Oral ☐ Rectal

Private physician *Chianello* ☐ Office ☐ Amb service ☐ Home Response time 11:15 Exam time 11:25 - Ref 94.119 - K. Lano-12
ES physician *Lorjerson* 10/12 ☐ Office ☐ Amb service ☐ Home
Consulting physician Time

Physician history & exam History from Wt

Chief complaint Hx Bicycle accident. Thrown over handlebars. Denies LOC. Hit face first on ground. c/o chest + upper abdominal pain. Walked home from accident and "collapsed" on living room floor. Vomited repeatedly. Felt SOB. Arrives by ambulance. PE. Alert NAD. head NC/AT. Face: multiple abrasions facial bones intact. neck: non tender, no deformity or step off. chest wall: tender over @ lateral chest - large abrasion, no crepitance or mild tenderness to deep palp LUG BS(+). Lungs clear. extremities: scattered abrasions over hands. Good ROM at all joints. Back nontender. @ 1200 noon pt back from Xray. breathing fine / no N or V. Dr. Chianello will be in to finish evaluating patient.

Time	Physician's Orders	Time	Physician's Orders
11:14	<input type="checkbox"/> CBC w/o diff ELT-8 <input checked="" type="checkbox"/> CBC w diff <input checked="" type="checkbox"/>		<input type="checkbox"/> UA
	<input type="checkbox"/> Lytes		<input type="checkbox"/> Amylase
	<input type="checkbox"/> BUN <input type="checkbox"/> Creat		<input type="checkbox"/> Card enz
	<input type="checkbox"/> Gluc		<input type="checkbox"/> Chem profile
			<input type="checkbox"/> 2 view abd w CXR
	<input type="checkbox"/> ABG <input type="checkbox"/> EKG	11:17	<input checked="" type="checkbox"/> CXR <input type="checkbox"/> Port
	<input type="checkbox"/> Monitor		<input type="checkbox"/> C-spine <input type="checkbox"/> Port
			<input type="checkbox"/> CT:

Medications / Treatments
11:17 @ shoulder
No splinting
Tend Pain
Abd 6 at 6 to 6

Test results H/H 14.5/45.3

Discharge instructions / prescriptions / conferences
Rest
Coughs
Sore throat
No PE activities for 1 week
Dictated PO Dr Chianello/K Rodunsky

Notify	Disch Cond	Disposition	Diagnosis (repetitive)
<input type="checkbox"/> Commr <input type="checkbox"/> Animal Control <input type="checkbox"/> Fire <input type="checkbox"/> Police <input type="checkbox"/> Child Welfare <input type="checkbox"/> Organ donor	<input checked="" type="checkbox"/> Improved <input type="checkbox"/> No change <input type="checkbox"/> Expired	<input type="checkbox"/> Admitted to _____ Via _____ <input type="checkbox"/> Transferred to _____ <input checked="" type="checkbox"/> Home with _____ <input type="checkbox"/> AMA <input type="checkbox"/> MD office Discharge time 1055	<i>Chianello & Contin</i> Physician's signature <i>Tage</i>

Admission date 10-12-91	Triage time AM <input type="checkbox"/> PM <input type="checkbox"/>	Method of arrival <input checked="" type="checkbox"/> EMS <input type="checkbox"/> Ambulatory <input type="checkbox"/> Carried <input type="checkbox"/> W/chair	Sex M	Date of birth 9-13-77	Comment	Priority I
Address/City/State/Zip code 2906 Oak Leaf Ct. Delworthington			Nurses' signature S. Engfinger, RN			
Chief complaint Bike accident - forehead						

Assessment		Private physician Charells
Treatment — PTA <input type="checkbox"/> None <input type="checkbox"/> C. collar/B. board <input type="checkbox"/> IV <input type="checkbox"/> Drsg <input type="checkbox"/> Other	Initial Vital Signs Time: 1055 B/P 141/73 Temp 97.5 Pulse 62 Resp 16 <input type="checkbox"/> sitting <input type="checkbox"/> standing <input type="checkbox"/> lying <input type="checkbox"/> oral <input type="checkbox"/> rectal <input type="checkbox"/> weak <input type="checkbox"/> strong <input type="checkbox"/> labored <input type="checkbox"/> unlabored	Previous Medical History Medical History: <input type="checkbox"/> chronic <input type="checkbox"/> Diabetes <input type="checkbox"/> Seizure <input type="checkbox"/> Hypertension <input type="checkbox"/> Lung <input type="checkbox"/> Heart <input type="checkbox"/> Surgery <input type="checkbox"/> Other Current medications
Pt. states on bike. Took a corner too fast. Lost control. Fell. Landing on side and chest. Got heart tightness. Wounded & 11th rib. Accident. No pain.		Allergies: <input checked="" type="checkbox"/> NKA LMP 5-10 <input type="checkbox"/> actual <input type="checkbox"/> stated Pregnant <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Wt. 170 <input type="checkbox"/> actual <input type="checkbox"/> stated Last tetanus 10/90 Smoker <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Flow Sheets: <input type="checkbox"/> Continuation/Flow Sheet <input type="checkbox"/> Transfer form <input type="checkbox"/> MET Procedure Times IV <input type="checkbox"/> Foley <input type="checkbox"/> Intubation <input type="checkbox"/> Lavage <input type="checkbox"/> NG tube <input type="checkbox"/> CPR <input type="checkbox"/> Chest tube R <input type="checkbox"/> L <input type="checkbox"/>

Neurological	Clot/Kes/Valuables Check List
Orientation Name <input checked="" type="checkbox"/> Place <input checked="" type="checkbox"/> Person <input checked="" type="checkbox"/> Loss of consciousness <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Duration Pupils PERRL Visual acuity OD <input type="checkbox"/> OS <input type="checkbox"/> OU <input type="checkbox"/> Neuro Flow Sheet <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Underwear <input type="checkbox"/> Shoes/Boots <input type="checkbox"/> Pants/Jean <input type="checkbox"/> Socks/Stockings <input type="checkbox"/> Skirt/Dress <input type="checkbox"/> Shirt/Blouse <input type="checkbox"/> Coat/Jacket <input type="checkbox"/> Cash total \$ <input type="checkbox"/> Jewelry <input type="checkbox"/> Other <input type="checkbox"/> Valuables envelope # Signature #1 Signature #2
Skin	
Skin temp: <input type="checkbox"/> hot <input checked="" type="checkbox"/> warm <input type="checkbox"/> cool Hydration: <input checked="" type="checkbox"/> dry <input type="checkbox"/> moist <input type="checkbox"/> diaphoretic Color: <input checked="" type="checkbox"/> norm <input type="checkbox"/> pale <input type="checkbox"/> flushed <input type="checkbox"/> cyanotic	

Time	Temp	Pulse	Resp	B/P	Nurse Documentation
					=(R) & (L) lower abd. section. 40 5th finger (L) hand painful - Multiple abrasions (L) hand (R) hand upper lip and chin - so. ant of chin - (L) hand.
1225	66	18	13 1/2	57	Pt alert, oriented, MAEW. % being cold, blanket given. Abrasions cleaned w/ Shur clean , N/S, 4x4's. Neomycin ointment applied. Pt disch'd per W/C to father. Dischg instructions given to father and signed. Pt in stable condition.
Initial	Signature				

Randy
Halsper

8/3/95

Dr. Underwood,

I've always enjoyed being at Oneida. Ever since my first day my eye's have been opened to the power Oneida has. Sure, it was a new place, and yes I was scared. I mean things were different. I missed my family, and my friends, but over the weeks I ~~soon~~ often forgot about them because my mind was on school and my new friends. My grades went from O's to A's and B's. For once my parents were proud of me. Oh, breaks when I would come home they would say, "Oh Randy, your attitude is so much better now, Oh Randy, you clean so well." It made me feel good.

Four and a half years. That's how long I had been there. I had my ups and downs, but those were about the best four years I can remember. Never was I an extreme trouble maker or threat to the school. I never had excessive hours or ticks. Yes, of course I would do something stupid every once in a while, but it wasn't like I got in trouble every day.

I became a Room monitor after only being at Oneida for a quarter. ~~After~~ The following year I became Room monitor and hall monitor. I kept the position of hall monitor for three years serving time in both Bunk Hall and The Carnahan, Marvin Wheeler, dorms. I also joined Track (middle school, high school), played soccer in the summers. I had the highest G.P.A. in Biology, History and in P.E./Health. I was the most outstanding Freshman man Pinaolist. And all four years I was there. I was

just to leave this place? Then it hit me. I realized that without school, I would be a nobody just as my parents had said.

The following quarter my grades shot up like a rocket. I began to feel better about myself. I made honor roll for the first time in my life.

Now it's the year 1995 and I have the opportunity to become a junior in high school. There are many reasons why I want to be placed in this grade. The first reason is so that I will graduate in the class of '96, instead of being a year behind in the class of '97.

The second reason is that I believe my grades, and attitude on school have changed ~~to~~ tremendously. The third reason is so that I may tell my parents and myself that I knew I could do it, and that I'm going to be somebody. And the last reason is so that I may continue on with a positive attitude.

I would greatly appreciate the moving of my classes. I feel confident I can do a good job if not better.

in the junior class. I thank you for
the cooperation I have received in becoming
a junior. Thank you, I know I can
make it.

Halprin, Randy Elton

1-19-92 7th

1-28-92 (8:05 a.m.) Incident report from Ms Mehmel--No homework for math.

1 swat

5-13-92 (1:17 p.m.) Incident report from Mr Adams---Dumping chocolate milk in another students food.

1 swat

2-24-93 Incident report from Mrs Dunaway---Will not cooperate in class; wants to talk continuously; class is a joke for him. Ignores warnings and other punishments.

ALC

4-2-93 Incident report from Mrs Dunaway---Cannot keep his mouth shut. Thinks out loud too much. Very disturbing when having class discussion. Warnings have no effect, continues to ignore me.

4-21-93 Suspended to the farm for being in the girls bathroom in the Chapel building during free time with his girlfriend, Daphne Williams and another girl.

5-4-93 Suspended to the farm for climbing out 2nd floor window of Baker Hall using a sheet.

10-16-93 Suspended to Mr Underwood for not following orders and coming back on the Taxi with 3 other OBI students from Lexington to the wrong Burger King in London and then getting the police involved because we weren't there to pick them up.

8-24-94 (5th period) Incident report from MR. Crow---Excessive talking in class. Given after school detention--didn't show.

Going today-Mr. Robinson

4/5/95 - 4/7/95 Suspended to Joe Cushman for stealing VCR. from Ms Beyers classroom.

Picked up for shoplifting in Lexington by the Police over the Spring Break. Got into it with his Dad at home and he left and spent time in Louisville with Teresa Dancy.

07-10-95 Carved a note to Teresa Dancy in the brand new benches that the volunteers just made for the CMC building.

Dr Underwood called his Dad and made arrangements for him to leave.

Dad called me and he said Randy could not go home. He may go to any city he wants to go to and he will pay for his bus ticket and housing for 6 months. Randy will have to get a job.

Randy chose to go to Lexington. We took him to the bus.

W-10

Halprin, Randy Ethan

10-08-95

12th.

01-04-96 Went home with Charles & Terri Kernell from Lexington for the break. Stole 2 of their Christmas checks amounting to \$275.00. They took him to Louisville to visit friends and while there, he used their credit card number and had Western Union wire him \$200.00. Police picked him up and arrested him at Kernells' after they went back to Louisville to bring him back to their home. They were not aware of the Western Union transaction until Discovery called them. Dr Underwood said not to let him return.

W-10

CONTRACT

I, Randy Helper am grateful to be allowed to return to Oneida. I was not brought back to Oneida, I am here because I wrote a letter requesting permission to return. I understand I am under a strict 90 day probation. During that time I will make passing grades in all of my classes; if I accumulate excessive hours and/or licks, if I do the same things that caused me to be expelled before, if I do not show proper respect to faculty, staff and peers, or if I do anything to be suspended, I will be sent home and will not be allowed to return!

After my probation is over, I will still make every effort to be a responsible and productive student. I will also continue to show progress in every area of my life.

I also want to apologize to all of those I have offended. I understand that being at Oneida is a PRIVILEGE NOT A RIGHT!

Signed Randy Helper
Student

Signed Randy Helper
Parent or Guardian

Date 10-8-95



TEXAS ASSESSMENT OF ACADEMIC SKILLS CONFIDENTIAL STUDENT REPORT

STUDENT: HALPRIN RANDY E
DATE OF BIRTH: 09/13/77
STUDENT-ID (PEIMS): 641036653
DISTRICT: 220-901 ARLINGTON ISD
CAMPUS: 047 GUNN J H
CLASS GROUP: TEACHER
LOCAL-STUDENT-ID:
REPORT DATE: DECEMBER 1991
DATE OF TESTING: OCTOBER 1991
GRADE: 07

WRITING

WRITTEN COMMUNICATION	OBJECTIVE MASTERY	ITEMS CORRECT/TESTED	MET MINIMUM EXPECTATIONS ON WRITING COMPETENCIES:	PERFORMANCE REQUIREMENT
1. PROCESS WRITING ("HOW-TO") COMPOSITION RATING:	2		NO	MINIMUM EXPECTATIONS: 2 ON COMPOSITION + 27/36 3 ON COMPOSITION + 18/36 4 ON COMPOSITION + 9/36 (SCALE SCORE: 1500)

ANALYTIC INFORMATION				OBJECTIVE MASTERY: 9/12 (3 OR 4 ON COMPOSITION REQUIRED)
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2. SENTENCE CONSTRUCTION	YES	10/12		
3. ENGLISH USAGE	YES	9/12		
7. USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION	NO	7/12		

TOTAL MULTIPLE-CHOICE OBJECTIVES MASTERED: 2 TOTAL ITEMS: 26/36
SCALE SCORE: 1490

READING

READING COMPREHENSION	OBJECTIVE MASTERY	ITEMS CORRECT/TESTED	MET MINIMUM EXPECTATIONS ON READING COMPETENCIES:	PERFORMANCE REQUIREMENT
1. WORD MEANING	YES	3/4		MINIMUM EXPECTATIONS: 28/40 (SCALE SCORE: 1500)
2. SUPPORTING IDEAS	NO	2/4		OBJECTIVE MASTERY: 3/4 OR: 5/6 OR: 11/14
3. SUMMARIZATION	NO	4/6		
4. RELATIONSHIPS AND OUTCOMES	NO	3/6		
5. REFERENCES AND GENERALIZATIONS	YES	11/14		
6. POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT	YES	5/6		

TOTAL MULTIPLE-CHOICE OBJECTIVES MASTERED: 3 TOTAL ITEMS: 28/40
SCALE SCORE: 1510

MATHEMATICS

CONCEPTS	OBJECTIVE MASTERY	ITEMS CORRECT/TESTED	MET MINIMUM EXPECTATIONS ON MATHEMATICS COMPETENCIES:	PERFORMANCE REQUIREMENT
1. NUMBER CONCEPTS	YES	3/4		MINIMUM EXPECTATIONS: 39/56 (SCALE SCORE: 1500)
2. ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	YES	3/4		OBJECTIVE MASTERY: 3/4 OR: 5/6
3. GEOMETRIC PROPERTIES AND RELATIONSHIPS	YES	4/4		
4. MEASUREMENT CONCEPTS	NO	2/4		
5. PROBABILITY AND STATISTICS	YES	3/4		

6. USE OF ADDITION TO SOLVE PROBLEMS	NO	2/4		
7. USE OF SUBTRACTION TO SOLVE PROBLEMS	YES	3/4		
8. USE OF MULTIPLICATION TO SOLVE PROBLEMS	NO	2/4		
9. USE OF DIVISION TO SOLVE PROBLEMS	NO	1/4		

10. PROBLEM SOLVING				
11. PROBLEM SOLVING USING ESTIMATION	YES	3/4		
12. PROBLEM SOLVING USING SOLUTION STRATEGIES	NO	2/6		
13. PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	NO	3/6		
14. EVALUATION OF THE REASONABLENESS OF A SOLUTION	NO	1/4		

FILE NO. 7038-02024-24121
TOTAL OBJECTIVES MASTERED: 6 TOTAL ITEMS: 32/56
SCALE SCORE: 1410

NOTICE OF WITHDRAWAL FROM SCHOOL

Semester: Fall x Spring

* Failure due to absentee policy.

GENERIC COURSE NAME	ABBRV COURSE NAME	GRADE 07		GRADE 19		GRADE 19		GRADE 19		GRADE 19	
		1st Sem	2nd Sem	1st Sem	2nd Sem	1st Sem	2nd Sem	1st Sem	2nd Sem	1st Sem	2nd Sem
ENGLISH LANGUAGE ARTS	ENG 7										
MATHEMATICS	MATH 7										
SCIENCE	L. SCI 7										
SOCIAL STUDIES	TX HST 7										
ECONOMICS / FREE ENTERPRISE											
PHYSICAL ED / EQUIVALENT	ATH 7-B										
OTHER LANGUAGES	LBN/HR 7										
FINE ARTS	ART 7										
COMPUTER SCIENCE											
VOCATIONAL EDUCATION											
BUSINESS EDUCATION											
OTHER ELECTIVES											
LOCAL CREDIT											
TOTAL CREDITS TO YEAR											

VALUES BASIC REGULAR HONORS	ASSESSCES		ASSESSCES		ASSESSCES		ASSESSCES		ASSESSCES	
	1st Sem	2nd Sem	1st Sem	2nd Sem	1st Sem	2nd Sem	1st Sem	2nd Sem	1st Sem	2nd Sem
77 - 100	12	15								
80 - 96	11	14								
80 - 82	10	13								
83 - 85	9	12								
86 - 88	8	11								
89 - 91	7	10								
92 - 94	6	9								
95 - 97	5	8								
98 - 100	4	7								
70 - 75	3	6								
76 - 79	2	5								
80 - 89	1	4								
90 - 99	0	3								

GENERIC COURSE NAME	ABBRV COURSE NAME	GRADE 07		GRADE 19		GRADE 19		GRADE 19		GRADE 19	
		1st Sem	2nd Sem	1st Sem	2nd Sem	1st Sem	2nd Sem	1st Sem	2nd Sem	1st Sem	2nd Sem
ENGLISH LANGUAGE ARTS	ENG 7										
MATHEMATICS	MATH 7										
SCIENCE	L. SCI 7										
SOCIAL STUDIES	TX HST 7										
ECONOMICS / FREE ENTERPRISE											
PHYSICAL ED / EQUIVALENT	ATH 7-B										
OTHER LANGUAGES	LBN/HR 7										
FINE ARTS	ART 7										
COMPUTER SCIENCE											
VOCATIONAL EDUCATION											
BUSINESS EDUCATION											
OTHER ELECTIVES											
LOCAL CREDIT											
TOTAL CREDITS TO YEAR											

VALUES BASIC REGULAR HONORS	ASSESSCES		ASSESSCES		ASSESSCES		ASSESSCES		ASSESSCES	
	1st Sem	2nd Sem	1st Sem	2nd Sem	1st Sem	2nd Sem	1st Sem	2nd Sem	1st Sem	2nd Sem
77 - 100	12	15								
80 - 96	11	14					</			

Date of Birth: 9-13-77
LEGAL GUARDIAN: Parents
Pupil's Cumulative Record — Elementary School

School Year	Date of Entrance	Date Ending	Grade	Days Absent	Total Present	Reading	English	Spelling	Math	Social Studies	Science	Art	Handwriting	P. E.	Music	Orchestra	Special Education	R. I. P.	Speech	Retention or Promoted to	Re-entry Within 90 Days and	Name of Teacher	Key
83/84	9/27	5/3	151	2	170	S	S	S	S	S	S	S	S	S	S	S	S	S	S	1st	2nd	S. Hague	Kd
84/85	9/27	5/3	151	2	170	S	S	S	S	S	S	S	S	S	S	S	S	S	S	2nd	2nd	Clack	11
85/86	9/27	5/3	2nd	0	174	91	143	85	3	87	91	S	E	E	-	S	3rd	4th	5th	5th	5th	S. Stone	Key
86/87	9/27	5/3	3rd	1	174	92	18	3	85	3	91	92	E	E	E	S	4th	5th	5th	5th	5th	Key	Key
87/88	9/27	5/3	4th	8	166	87	10	4	88	4	88	88	S	E	E	S	5th	5th	5th	5th	5th	Key	Key
88/89	9/27	5/3	5th	6	169	87	11	4	88	4	88	88	S	E	E	S	6th	6th	6th	6th	6th	Key	Key
89/90	9/27	5/3	6th	13	162	82	12	3	91	3	91	91	S	E	E	S	7th	7th	7th	7th	7th	Key	Key

School Year	Date of Entrance	Date Ending	Grade	Days Absent	Total Present	Language Arts	Reading	Math	Science	Social Studies	Physical Ed.	Music	Art	Hand	Orchestra	Speech	Spanish	Homemaking	Industrial Arts	Retention or Promoted to	Re-entry Within 90 Days and	Name of Teacher	Key
90/91	9/27	5/3	7th	7	162	82	12	3	91	3	91	91	S	E	E	S	8th	8th	8th	8th	8th	Key	Key
91/92	9/27	5/3	7th	7	162	82	12	3	91	3	91	91	S	E	E	S	8th	8th	8th	8th	8th	Key	Key



ARLINGTON PUBLIC SCHOOLS
Pupil's Cumulative Record — High School

ACCREDITED BY TEXAS EDUCATION AGENCY AND SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS

NAME OF		Birthplace		Immunization Record	
Address	4015 Glenbrook Drive	City	McKinney, Texas	1st	4/16/44 (11) 3
Phone	467-5221	State		2nd	5/14/44 (11) 2
Father	Daniel Halpain			3rd	5/14/44 (11) 2
Mother	Patricia Halpain	Date	9/13/44	4th	5/10/44
Legal Guardian	Parents	Month	9	5th	5/10/44
		Day	13	6th	5/10/44
		Year	44	7th	5/10/44
				8th	5/10/44
				9th	5/10/44
				10th	5/10/44
				11th	5/10/44
				12th	5/10/44
				13th	5/10/44
				14th	5/10/44
				15th	5/10/44
				16th	5/10/44
				17th	5/10/44
				18th	5/10/44
				19th	5/10/44
				20th	5/10/44
				21st	5/10/44
				22nd	5/10/44
				23rd	5/10/44
				24th	5/10/44
				25th	5/10/44
				26th	5/10/44
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				28th	5/10/44
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				74th	5/10/44
				75th	5/10/44
				76th	5/10/44
				77th	5/10/44
				78th	5/10/44
				79th	5/10/44
				80th	5/10/44
				81st	5/1

GRADUATION DATE _____ RANK IS CLASS _____ OF _____ OF ARTILE RANK _____ CR. POINT AVE. _____

[illegible][illegible][illegible]

(COLLEGE ENTRANCE SCORES)

Transcript to:

COLLEGE ENTRANCE SCORES

Randy Halperin (Randy Ethan Halperin)

VACCINES	DATE GIVEN	VALIDATION DOCTOR OR CLINIC	DATE DOSE DUE
DTP or Td	1 6-10-82	DCCHD	
	2 6-16-83	DCCHD	
	3 AUG 25 '83	DCCHD	
	4 1-15-92	LS/RAC	
	5		
	6		
	7		
Polio <input type="checkbox"/> Oral <input type="checkbox"/> IPV	1 6-10-82	DCCHD	
	2 6-16-83	DCCHD	
	3 AUG 25 '83	DCCHD	
	4		
	5		
Measles	6-10-82	DCCHD LS/RAC	
Mumps	6-10-82		
Rubella	6-10-82		
Other MMR	1-15-92		
TEST	DATE	RESULT	

PHYSICIAN'S VERIFICATION OF MEASLES/MUMPS ILLNESS
 This is to verify that the person for whom this card was issued had:

- ☐ measles illness on or about _____ month and year
- ☐ mumps illness on or about _____ month and year
- and does not need the vaccines.

Richard A. Chiarello

RICHARD A. CHIARELLO, M.D.P.A., FAAP.
 717 NORTH FIELDER ROAD
 ARLINGTON, TEXAS 76012

Date _____ Physician's Signature _____

Randy Halperin

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State's Exhibit N

(research document, attached hereto)



DEATH PENALTY PROJECT
Professor Roark Reed
Spring 2002

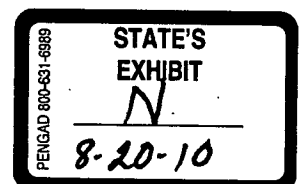
Research and Investigation
RANDY HALPRIN CASE

George Ashford, Esq.
Ed King, Esq.

Confidential

<u>TEAM #1</u>	Joanna Tollenaere Kim Kyoung	Randy Halprin Mitigation: Years at Oneida
<u>TEAM #2</u>	Brad Keeler Cynthia Lowery	Randy Halprin's Life Prior to Adoption at Age 5
<u>TEAM #3</u>	Blake Riordan Chris Fuller	Conditions in the Connally Prison Unit
<u>TEAM #4</u>	Joseph Henderson	Specific Intent and the Felony Murder Doctrine
<u>TEAM #5</u>	Macy Jagers Sheryl Kao	Motion to Quash Indictment
	Macy Jagers	Report on Research of Randy Halprin's Underlying Offense
<u>TEAM #6</u>	Jessica Aman Brown Kristen Mistretta	Randy's Life with The Halprins

2WU 47
01016935



TEAM #1

**Joanna Tollenaere
Kim Kyoung**

**RANDY HALPRIN MITIGATION:
YEARS AT ONEIDA**

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MEMORANDUM

TO: George ~~Ashford~~ ^{Ashford} and Ed King

FROM: Kyoung Kim and Joanna Tollenaere

RE: Randy Halprin Mitigation: Years at Oneida

DATE: ~~December 5, 2001~~ May 9, 2002

Randy Halprin entered Oneida Baptist Institute ("Oneida") in 1992 at the insistence of his parents. At that time, he was attending Gunn Junior High School and had to repeat seventh (7th) grade. His parents opted for Oneida Baptist Institute because its program allowed Randy to catch up with his 7th grade through summer school. Their hope was for Randy to graduate on time and with his class.


There was another reason why his parents sent him to Oneida. Oneida is a boarding school located in Oneida, Kentucky. It boasts of its' conservative Christian values more than its' education. Oneida is not an exclusive boarding school available mainly for privileged children; its main focus is to "rehabilitate" students who are having problems with school and home. At that time when Randy entered Oneida in 1992, he was not only on academic probation, but also having difficulties at home with his parents. His parents had also hoped that Oneida would "rehabilitate" Randy and enable him to be more focused on school.

There were many incidents during his Oneida years that foreshadowed Randy's later life. For instance, Randy states that if his parents had been more accepting of him, he would not have left home and done what he did. In other words, his parents' rejection led to a series of chain of events that eventually resulted in his incarceration. Furthermore, if the school did not expel him, he would have graduated with a high school

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diploma. His parents would have been proud of him and his life path could have been different.

However, Randy acknowledges this only slightly. He seems to be in denial about his past. Throughout our interviews, he gave us hints of how his parents could have been more supportive and how the school could have been more lenient. However, once we focused on his regrets, he expressed to us that he really did not have regrets and did not  blame anyone but himself. Throughout the interviews, he was focused on conveying to us what a nice guy he was, how sorry he was about the crimes he committed and how much he has changed over time.

Randy Halprin was overall, very easygoing and affable. He seems to be very positive and overly optimistic. Too optimistic that we were inclined to think that he was either living in a fantasy land or in denial about his painful past.

Oneida

His parents according to Randy sent him to Oneida because he was not focused on school, and he needed a more disciplined environment. They also sent him because he had to repeat his 7th grade at Gunn Junior High School. He stated that he was not a delinquent; he was merely not focused on school and was more into having fun. This hurt him because he felt that his parents merely wanted to get rid of him because they considered him a problem child.

He seems overall happy with his experiences at Oneida. He said he spent his most productive years there, and it showed in the first two years at Oneida. He was on the honor roll (his school transcript is hereby attached to the memorandum), he was voted

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as the hall monitor, and he loved his piano class. He remembers his piano class fondly because of his passion for music.

However, he said the school was too strict. There had dress code prohibiting boys from wearing jeans and girls from wearing short skirts. There was segregation between the sexes. Physical contact between the opposite sexes was strictly regulated. Students were suspended if you engaged in physical contact that involved more than holding hands. The students had to attend regular religious service and take a course in Biblical history and study. These were all required as part of the school's curriculum. Furthermore, the parents had to sign a disclaimer regarding "corporal punishment." Randy mentioned how the usual "corporal punishment" by the school consisted of paddling behind the buttocks.

During Thanksgiving, Randy would spend time with his friends and his friends' families. For Christmas, he would come visit his parents in Texas. Randy's father also visited him during "Family Day" at Oneida. During the summer, Randy made up his credit hours after his 7th, 8th, 9th and 10th grade years. He was also the Hall Monitor in his 9th grade. He was in charge of one of the halls, ensuring that all the students abided by the school rules, mainly, being in bed by bedtime.

Overall, the first two years at Oneida to Randy were enjoyable. He made friends, his relationship with his parents improved, he was voted the most outstanding pianist, and was elected as a Room Monitor. Most of all, he met the love of his life, Theresa Dancy. They were known as the star couple on campus. They were nearly inseparable. His continuous and intense relationship with his girlfriend could have very well resulted in his constrained relationship with his parents. He described Theresa Dancy as being

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“really pretty” and “a great, amazing writer.” He could not take honors English with her because the instructor, Professor Shelby, thought Randy being a boyfriend of Theresa, would distract her from her writing. Later, they were allowed to be co-editors of the Creative Writing Class Magazine.

It was at this time that Theresa introduced Randy to drugs. They did acid and marijuana. He also became more focused on Theresa rather than on school. He was either spending majority of his time talking to her on the phone or just spending time with her on campus. His parents began to notice this and threatened Randy that if he did not get in shape, they would take away his financial privileges.

In many ways, fighting over Theresa with his parents revealed deeper tensions between Randy and his parents. Randy felt that Theresa was the only one who truly understood him and he felt alienated by his parents. Randy wanted to become a musician, he loved piano, he loved the arts and he loved history. Most of all, he wanted to become famous. His parents did not understand his passions for music. They were more academic-oriented. They wanted Randy to excel in school and eventually become a professional. This, Randy did not want to do. Aside from academic differences, his parents disapproved of his drug use. It was in 1995 that they discovered that Randy was smoking marijuana. Randy promised them that he would kick the habit, but he never did.

The first significant rift with his parents occurred in May of 1995 when he was visiting his parents in Dallas. He had an argument with his father over Theresa and as a result, Randy's father refused to lend him the family's car. Thus, Randy took his father's mountain bike. Upon Randy's return, his father admonished him for using the bike without the father's permission.

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Soon after his argument with his father, Randy cashed his father's check in the amount of \$200 and hoped to return to Kentucky. His father soon apologized, and handed Randy the keys to the car. However, Randy returned to Kentucky despite his father's apologies. While in Kentucky, Randy started his summer school and felt increasingly depressed over his decision over having left his parents. He said at this point in his life, he felt increasingly bewildered and trapped. Coupled with his drug use, his faltering relationship with his parents and the school's restrictive atmosphere, he became more and more of an introvert. Mr. Garrett, his dorm supervisor, began to see a change in Randy Halprin and began worrying about him.

While Randy was wandering around campus listening to music in his headphones, he wrote a poem on the school bench about his love for Theresa. For some reason, the school interpreted the poem as Randy's suicide note. The President called Randy to his office and temporarily expelled him because at that point the "school was not capable of understanding him." When he called his parents, his parents told him not to come back to Texas. Their offer was that they would continue to support him financially, but they no longer wanted him in Texas. Randy rented an apartment in Lexington, Kentucky (his roommate at that time was Ronnie Brussel). He lived basically on his parents' money. He often visited his girlfriend Theresa often at her apartment in Lexington.

Soon after, Randy wrote an apologetic letter to the President of the school asking to be readmitted. Since he had worked so hard in working throughout the summers to make up his credit hours, Randy desperately wanted to finish his senior year. The school readmitted Randy and he was to resume his senior year at Oneida.

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Throughout this time, he was continually doing drugs: marijuana, ecstasy and added acid to his senior year. In 1996, Randy stole a credit card from Theresa's friend. Randy said that he needed the money at that time since his parents had reduced their financial contribution to him. His parents feared Randy was spending too much time having "fun" and not focused on school. He was taken to jail and officially expelled from school.

After this incident, his relationship with Theresa went downhill. After being expelled in 1996, his parents ceased supporting him. No longer with Theresa, Randy stayed with a friend, Emma Opdahl in Lexington for a week. Her parents thought it inappropriate for their daughter to be spending time with a boy, so Randy on the request of Emma's parents left for the Hope Center.

Post-Oneida

Randy stayed at the Hope Center from January 1997 to July 1997. He was not working but whatever money he could find through odd jobs, he spent it on drugs, mainly acid. He worked part-time at Steakfest preparing food, but that job stint did not last long. At this time, he was still communicating with his parents, but very seldom. He was running out of money, and officially separated with Theresa. In the midst of all these difficulties, he managed to finish his GED at the Hope Center.

His parents also discovered that Randy was still abusing drugs. Randy, in order to salvage his relationship with his parents, enlisted in the army. However, the army rejected him because he needed college hours but lied to his father that he had enlisted anyway. His father became more accepting towards Randy after Randy's supposed

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“recruitment.” However, once his parents found out the truth, the incident broke them further apart.

His counselor at Hope Center, Rebecca _____ (Randy does not remember her last name) encouraged him to return to Dallas to his parents. Hope Center helped raised funds for his transportation. When he arrived in his parents’ home, he found the door locked. No one answered the door, so he went next door to his neighbor’s house and asked if his parents left the keys to the house with them: “I know my parents leave a key with you all.” A police car pulled up and threatened Randy with trespassing. Randy soon left the property and stayed with his friend, Jason Goldberg.

Jason’s mother told Randy to go to the Arlington Night Shelter because she saw Randy as a bad influence over her son. While at the shelter, Randy spoke to his mother and she told him that they were taking him out of the will. At this point, Randy realized that his parents were “finished with him.” His mother told him that he not only was unfocused and troublesome, but most of all, he had lied to them about his drugs use and his army recruitment.

He stayed at the Arlington Night Shelter from July 1997 to August 1997, until he left for Fort Worth. While at the Arlington Night Shelter, he met a woman by the name of Mindi Sternblitz, who still retains contact with him. He was also heavily into drugs and alcohol. At this point, his relationship with his parents ceased to exist.

Analysis

Although Randy did not openly blame Oneida, he did cite some problems he had with the school. He acknowledged that the school system contributed to his later behavior, meaning the school somewhat caused the chain of events to occur, which

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eventually landed him in jail. He stated that the first couple of years at Oneida were perfect. He scored A's and B's. He was able to take piano classes, he made friends easily, and he fell in love. His relationship with his parents improved during this period. However, he said that the situation for him would have been better if the school was not so restrictive. He made references to the fact that if the school had not taken the things so seriously by not expelling him, things would have been different.

He had issues with the school forcing religion on him. Furthermore, he blamed the school for being hypocritical. For instance, there were drugs everywhere, and many school officials pretended ignorance to the rampant use of drugs on campus. He also stated that it was at Oneida that saw to the demise of his relationship with his parents. His parents, having raised Randy in the Jewish faith found it unbearable that Randy was flirting with Christianity at Oneida. Basically, Oneida and his parents wanted to mold him into someone whom he was not and could never be. Nevertheless, Randy at the end of the day, blamed himself and refused to admit that his parents and Oneida bore some responsibility for his actions. He spoke very lovingly about his parents, stating that although he is adopted, those are the only parents he knew. Furthermore, he reminisced fondly of his days at Oneida, calling them the "best years of his life." We however felt that he was masking his true emotions and in denial about the whole thing. There was something insincere about his "loving" portrayal of his parents or the school system. He did not want to go into detail about the "bad things" that happened to him. He usually waved them off with a smile, stating only the positive. We however, sensed a lot of repressed anger in him.

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Miscellaneous

The previous research and contacts by Kristin Bliss and Cindy Casey remains unaltered. We have tried to contact Theresa Dancy, Randy's teachers at Oneida (Mr. Stockton- Senior English Teacher, Mr. Shelby – Senior Creative Writing Teacher, and Mr. Robinson- Vice President of School), however Theresa Dancy and some of the teachers did not reply. Furthermore, we could not find contact address for some of the teachers. Randy's parents remain elusive, and our attempts to contact his brother Wesley Halprin failed.

We did get in touch with Michael Spencer, Randy's Advanced Bible Study Teacher. He wrote an article on Internet monk regarding Randy. The article basically focuses on Randy's failed attempts with the Christian faith. The article neither indicates nor vindicates Randy but states that Randy was a nice guy who got along well with everyone at Oneida. SP?

His correspondences are attached with the memorandum, and he basically states that Randy got along well with everyone at Oneida.

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kkim35@hotmail.com

 [이전](#) [다음](#) | [닫기](#)

보낸 사람 : "Internet Monk" <michael@internetmonk.com>

받는 사람 : "kime kyoung" <kkim35@hotmail.com>

제목 : Re: Randy Helpen

보낸 날짜 : Tue, 7 May 2002 10:11:57 -0400

 [인쇄 화면 보기](#)

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편지 찾

미리 알

회원 디

인기 채

쇼핑

러브

월드컵

취업/창업

인터넷방

엔터테인

MS 길라

자동차

외국어/

More..

While at OBI, Randy was very pleasant and I do not recall any mention of strained relationship with parents. We were aware such strains existed, particularly with Wes, but Randy was not a shiner or a complainer.

----- Original Message -----

From: kime kyoung

To: michael@internetmonk.com

Sent: Monday, May 06, 2002 9:08 PM

Subject: Re: Randy Helpen

Mr. Spencer,

I just need few more information. I very much appreciate your kindness in answering my email.

Has Randy ever expressed his constrained relationship with his parents to you?

He seems to be in this fantasy that everything in the world is just rosy and sweet. He hasn't expressed any grudges or bad feelings towards his past.

Was he an angry man at Oneida?

Sorry for bothering you. Thank you for your patience.

Yours truly,

Kyoung Kim

>From: "internetmonk"

>To: "kime kyoung"

>Subject: Re: Randy Helpen

>Date: Mon, 1 Apr 2002 23:03:28 -0500

>

>I think Randy described himself accurately. Randy's younger brother was much more of a problem than Randy ever was for us. He was very polite, and rarely got in trouble that was anything even marginally serious. His on-campus problems were all simply boyish pranks, not anything that harmed anyone else. His expulsion was a result of off campus behavior. Our main memory of Randy was his romance with a young lady. They spent most of their time staring at one another in the campus grill. He was very average and certainly gave no indications of his

later trajectory in life.

>

> ----- Original Message -----

> From: kime kyoung

> To: Michael@internetmonk.com

> Sent: Tuesday, April 02, 2002 2:38 AM

> Subject: RE: Randy Halpern

>

>

> Mr. Spencer,

>

> My name is Kyoung Kim and I am currently at SMU School of Law at Dallas, Texas. I am currently assisting the Public Defenders Office regarding Randy Halpern.

>

> I have read your article on internetmonk.com on Randy Halpern and must write that I found it quite fascinating.

>

> Will you be able to give me some input of Randy Halpern's Oneida days? I met him personally and found him to be very nice. He doesn't seem to blame his later days on Oneida, but can you describe to me other than his issue of faith, how he was at Oneida?

>

> Randy Halpern painted himself to me as a disciplined, well-mannered and hard-working student who occasionally got into trouble. He also expressed his strained relationship with his parents. Is this the Randy that you knew back at Oneida?

>

> Whatever info you can possibly provide me whether it be succinct and lengthy will be greatly appreciated. However, if you feel that your article is sufficient, that is fine as well.

>

> Thank you for your time.

>

> Yours truly,

> Kyoung Kim

>

>

>

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이전 | 다음 | 닫기



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편지 쓰기

주소록

환경 설정

도움말

kkim35@hotmail.com

주소 저장 수신 거부

이전 다음 닫기

보낸 사람: "internetmonk" <michael@internetmonk.com>

받는 사람: "kime kyoung" <kkim35@hotmail.com>

제목: Re: Randy Halpern

보낸 날짜: Mon, 1 Apr 2002 23:03:28 -0500

답장

모두 답장

전달

삭제

[00 000000 000]

인쇄 화면 보기

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Kyoung Kim

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자동차

외국어/

More..

Typed Notes that We took during our interview
w/ Randy

Randy Halpern

Oneida, Kentucky: Baptist, Private School

Why did they send you to Oneida?

1. Not focused on school
2. Well-disciplined environment
3. More into fun; not a delinquent

Oneida: Year 14: Middle of 1996: Senior year.

School Okay: Strict between sexes.

Corporal Punishment: Parents sign disclaimer/Paddle behind ass.

AB honor roll

Relationship with Parents improved: Most Outstanding Pianist: 9th Grade:
Room Monitor.

One of his girlfriends: Theresa Langford: Known as the "star couple."

Problem with my family: May 1995

Argument with father: Bike: wouldn't let him take his car: Why did you take my bike? Teresa in
Louisville: \$200: Summer School (Oneida catch up at 7th grade. Failed in Oneida was suppose to
graduate in 1996. 1995: Made up requirements to graduate in 1996.

He had every intention to graduate.

Louisville: They were upset. Her parents upset. Parents: Go straight back to school: Deal: Dad brought
bus ticket back to Oneida:

1. Experimenting with drugs: Marijuana for fun: Acid, Ecstasy (senior)

1996: Found out about drugs. Kicked out for stealing credit cards. Parents not helping financially: He was
according to them, having too much fun.

BARRICADE BETWEEN FATHER AND I: Lying to him a lot more.

Parents relationship horrible: Oneida 1992-1996

1. Spend time with girlfriend
2. Talked on the phone away from the house
3. Girlfriend: the only one who understood him.

He wanted to be a musician. Enjoy classes, loved piano class; loved history.

After 1996:

After they kicked you out, relationship with girlfriend soured.

Engaged: Teresa author. Both wanted to be famous.

Expelled in 1996: Looking for a job, stayed with Emma Opdhal: Friend in Lexington, Kentucky
Looking for a job.

Teresa parents thought that he was a bad influence.

Opdhal's father: Kicked Randy out.

Hope Center: Homeless Shelter: Did drugs and Acid

1. They were disappointed: Still talking.
2. Working at Steakfest/ preparing food
3. Roommate Ronnie Russle moved in.
4. Looking to hook up with a band: Joined a band.
5. Teresa and him failing out.

1995 Summer School: Temporarily expelled: "emotionally unstable".
Came back for 1996.

1. At that time, upset about girlfriend. MR. Garrett: Dean of Dorm. You looked depressed about girlfriends and parents. Walk around campus with headphones and talked a lot.
2. Wrote poem on a bench: "Me and my love."
3. Poem as a suicide note.
4. President called me into office. We are not capable of understanding you right now.
5. Parents pushing me away: Parents say: couldn't come back home: Brought him an apartment in Louisville. Went back to Oneida.
6. Oneida accepted back: Pled with President.

Summer of July 1996:

1. Stayed in Lexington: 1/96-6/96
2. Steakfest
3. Emma
4. Homeless
5. Band

End up back in the Hope Center. Drugs: Parents: They didn't talk a lot.
GED at Hope Center.
Wanted to have FUN.

Army: Needed College hours.

Lied to Dad about recruitment. Wanted him to be proud. Found out he was lying: Incident broke them further apart.

Hope Center: Lost Theresa, Parents, Drugs, No Money.

1. Showed up on the doorstep
2. Counselor at the Hope Center: Rebecca: Doorstep
3. Showed up at Parents' house: Nobody was answering: Next door neighbor's house: Were his parents home?: "I know my parents leave key with you all"
4. Police car pulled up : he just left: Went to a friend's house: Jason Goldberg: Goldberg's mom told him to go to Arlington Night Shelter.
5. Arlington Night Shelter: Stayed for a month.
6. 2 weeks after he left Kentucky. No drugs.
7. Whatever it takes, let me back in.
8. Need Positive Environment.
9. Talked with Mother: Trying to straighten out: but you lied to us.
10. "They were talking me out of the will." They were finished with me.
11. Drugs/ Shelter: Drugs/Acid
12. Stayed with Mindy: Ready to go to Texas A&M.
13. Fort Worth: Incident Happened: Injury to child.
14. Lost contact with Kentucky friend.
15. Professor: Mr. Stockton: Senior English teacher: Teresa to be an author.
16. Mr. Shelby: Senior Creative Writing Teacher.
17. Mr. Robinson: VP of school.

Psychological: Entered 14

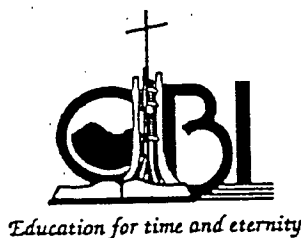
Caused behavior on Oneida?

1. Blame Oneida on Drug use. But there was drugs everywhere: They grow apart everywhere.
2. Teachers knew thy were giving it on drugs: President would chase the drug dealers off with a shotgun.
3. Drugs: Change outlook on things: Could have more disciplined relationship with parents better.
4. Years I was there, best time of my life.
5. Don't blame the school: but temporarily kicked out: Hypocrites.
6. Relationship with Parents crumbled during Oneida
7. Questioning faith of Judaism: Hard on Dad.
8. Went back home: Parents had accepted you: Would have been different.
9. But usually blames himself, but at that point, needed parents to help him out.
10. Needed help: Was 100% sincere.
11. Were always loving towards his parents.

Why couldn't Oneida help you?

1. First couple of years, perfect: A/B.
2. What went wrong? Too conservative: If a person was really bright: They were so overflown with philosophical: Too narrow minded and too provincial.
3. It would have been better if they weren't too restrictive.
4. Piano teacher knew music was my love.
5. Oneida and Parents: Rebellion: Parents and Oneida wanted him to be someone whom he wasn't.
6. Discovering who he was: They didn't like it.
7. Parents: They weren't understanding. Nonsecular: Didn't embrace theology.

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The Oneida Baptist Institute Web Site

Box 67 Oneida Ky 40972

606-847-4111

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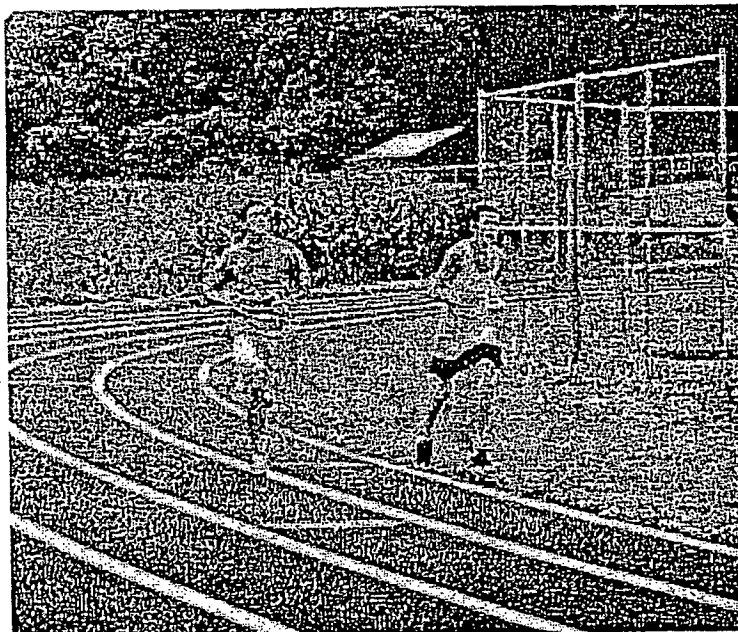
Volunteers

Friendship House

OBI Farm Program

Yahoo!'s OBI Alumni Club

Webmaster



OBI's Track Team competed for state honors this year. All students willing to abide by our rules may compete on the sport of their choice. No one is cut because of ability.

Take a walk around OBI on our new "CAMPUS TOUR" site.

We have updated the Administrative Contacts page.

Read the latest news about State Honors for OBI FFA, Track and Bridge Builders.

We have updated the 2001-2002 Calendar.

Interested in working at OBI? For more information, go to Employment or contact President Underwood.

Many alumni have asked for a meeting place. We now have a link to Yahoo's OBI ALumni Club. (This is not run by OBI or the webmaster.)



Liza Disavoia finishes up
"face-painting" at the OBI
Fall Festival.

We now have a special section just for the questions most frequently asked by students coming to OBI. Visit the Student Q&A page.

International Student Admissions now has an e-mail address. You may contact Kay Underwood directly at international@oneidaschool.org.

Oneida Baptist Institute is a Christian Boarding school for students in grades 6-12. We were established in 1899 and are accredited by the Kentucky Department of Education. OBI offers a world of unique, positive differences from any other public or private school.

Our special mission is to help students who need a new beginning in academics, relationships and life. We accept students throughout the year. Any student who is emotionally and physically able to live away from home in a boarding school environment is probably appropriate for Oneida.

This web site gives you the opportunity to learn about OBI, its educational opportunities, unique program and Christian vision. You may request an informational and admissions packet in the admissions section.

You may also keep up with Campus news and upcoming events, plan a visit to tour or volunteer, and contact our staff with questions or information.

The OBI WebSite is hosted by our friends at www.adgrafx.com. The webmeister is Michael Spencer, always available at digory1@yahoo.com. If you have a web site problem, drop me a line. It's all copyright 2000-01. Oneida Baptist Institute.

*Education for time and eternity*

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Oneida Baptist Institute opened its doors January 1st, 1900 as a school for children of the mountains of Eastern Kentucky. OBI was the vision of Professor James Anderson Burns, a converted feudist who believed that the Christian Gospel and education were the answers to the cycle of violence between families in the mountains. God blessed Burns' vision and the school was established and prospered. We continue to have a vital mission to the children of Eastern Kentucky.

Through the years, mountain boarding schools found their mission increasingly difficult. Public schools became available and financial support became a challenge. While most other mountain schools closed, OBI survived this era, but saw many difficult days. God preserved our school with many demonstrations of his providence and guidance. Along the way, OBI became part of the Kentucky Baptist Convention family and began enrolling international students.

In the early 1970's Dr. Barkley Moore became President of Oneida. A six year veteran of the Peace Corps in Iran and a person with unusual energy and passion for OBI, Dr. Moore recast Oneida's vision. Under his leadership, OBI became a school of new beginnings for students all over America and the world. Believing in the unlimited potential of every boy and girl who came to Oneida, Dr. Moore expanded Oneida's program, support and facilities. By the time of his death in 1994, Oneida had multiplied in size and finances several times over. We continue to look to Dr. Moore's example every day that we work, believing that Oneida holds a unique place in God's kingdom.

Today Oneida is a unique school. We combine the values of a traditional Christian school with openness to non-Christians and students with all kinds of needs and backgrounds. OBI is diverse in cultures, but rich in the tolerance and respect for differences modeled by Jesus Christ. Oneida staff live and work as part of a Christian community carrying out the original mission of education and evangelism. We are grateful for our heritage and always mindful that the God who brought us this far will see us through.



Education for time and eternity

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How We Are Different

A teacher spending his evenings tutoring in study hall. A girl playing basketball. A boy driving a tractor. Four students in a Calculus class. A whole school singing together. A boy wins a wrestling match. A girl supervising after-dinner clean up. All are part of Oneida and all are of why we are different from any other Christian school.

The reasons we've made such a difference in the lives of students are the reasons Oneida is unique in its program values. Take a tour of the four major areas of Oneida's program and learn how Oneida can be the difference for your student.

Academics at OBI

Spiritual Life at OBI

Co-Curriculars at OBI

Work at OBI

Guidelines For Parents of Applicants and New Students

Box 67 Oneida
Ky 40972
606-847-4111
President W.F.
Underwood

It is important for parents and families to remember their part in the success of any OBI student. Experience has taught us that your attitude and actions often are the difference between success and failure.

OBI is Accredited
by the Kentucky
Non-Public School
Commission and
the Southern
Association of
Colleges and
Schools

ADMISSIONS

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Tell the truth. During the admissions process, we ask for many different kinds of information. Please be candid, honest and forthright with us. If we discover that important information has not been provided, particularly information about the appropriateness of the student for OBI's program, it decreases the chances of the child being admitted. Also, please do not minimize or distort your child's situation.

It is your responsibility to secure all records/information. The admissions staff at OBI will not be involved in mailing for or asking for records or other information requested during admissions. That is the responsibility of the family.

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Keep us informed of changes or problems. We understand that the process of getting information together may take more time than you would wish. If you are having problems securing information, please keep us informed. Also, please tell us of any important changes in the life or situation of your student that may affect their admission to OBI.

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Be Patient. The process takes time. We want your student to be enrolled at the time that is best for the student and for us. Sometimes parents want students enrolled sooner than we can enroll them. Be patient and we will work on admissions as quickly as is prudent and possible.

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Advice for Parents
Employment](#)

ORIENTATION/INTERVIEWS

On campus orientation for families and students is very important. **You cannot miss this and be enrolled at OBI.** Special orientations and interviews are only scheduled for the most exceptional cases of international students.

Visit OBI
Volunteers

OBI.Net
Daily My Utmost
OBI Farm Program
Yahoo!'s OBI Alumni
Club
Class of '85

Webmaster

When you are here for orientation, it is important that **all family members and the prospective student be present for all sessions** and all information. This information is vital to success at OBI.

During the interview process, **we are making many important judgments** and evaluations. Please be candid and honest, and **help us to understand your situation and your child's needs.** Some questions may be about situations where families and students disagree, and we want to hear all points of view.

During the orientation day, there is an interview of the student without any family present. During this solo interview, **the student is asked if they agree to enroll at OBI.** If the student absolutely refuses to enroll at OBI, we will not enroll a student against their will. This does not mean we do not enroll students with serious reservations! But absolute refusal is a problem that we feel must be worked out by the family.

Occasionally, the student/family interview alone will result in a student not being enrolled. This is rare, but does happen, and you should understand that this usually occurs when an interview with a student reveals a much different person than we were considering in the applications process.

DURING ADJUSTMENT

The first few weeks of boarding school are a tough adjustment for everyone involved. Homesickness is real, and parents miss their kids more than they anticipated. We limit phone calls during the first 30 days, and this can be frustrating for everyone. Please support us in this and understand that too much phone contact with family during the early period of adjustment usually destroys any chances of actually adjusting to OBI and getting down to the business of school, new friends, new activities, etc. Students may write during this time as much as they choose, and, with permission, they may use the phone during emergencies.

Don't present OBI as a punishment, but as an opportunity. Be complimentary of your child in coming this far in a new and difficult adventure. Remind them of the rewards of accomplishment. Don't lose your temper if your child becomes ugly or frustrating over the phone. Remember your goals. Help your child understand what the real situation is and not just their frustrated feelings of the moment.

Please send food and other packages. This helps immensely in the adjustment process.

When you do talk to or hear from your student, please be moderately skeptical of outlandish claims of mistreatment and conditions. We are not perfect, but we are not remotely similar to the way a homesick child can describe us! (The dorm houseparents will be happy to talk with you about any problems your child reports.) Be sympathetic, but don't say "If you don't feel better, I will come and get you." Instead, be supportive, but firmly committed to your child adjusting and succeeding as thousands of others have done. Encourage your child to solve problems by going to adults here, and stay with the plan for your child to be here and succeed here.

Remember that we are telling your child to do the basics: Get up on time, go to school, do their work, get a job or sport, be involved in activities, make new friends, solve problems quickly, stay out of trouble. Help us reinforce these proven goals.

We would recommend that **campus visits not include friends or girl/boyfriends** during the early weeks here. Again, this tends to undermine the adjustment process.

For more information, write the **Dean of Students**

Academics at OBI

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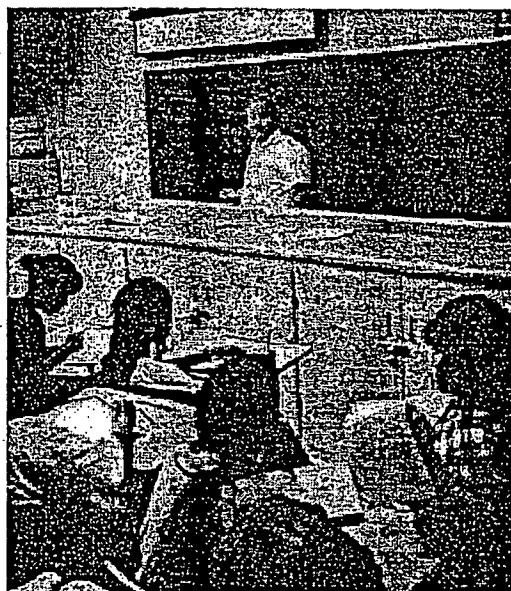
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"The education here is really good... I probably wouldn't have graduated if I'd stayed at home."

Middle school students study English, literature, Bible, social studies, math, science and health. They are also able to choose from a number of electives, including band, drama, academic team and 4-H.

High school students are required to take 4 years of English, 3 years of math, 2 years of science, 3 years of social studies, 1 year of health/physical education, 1 year of Bible, 1 year of computer literacy and 6 electives. Our Bible requirement is in addition to the state requirements for graduation.



Seniors may graduate with either a standard diploma or an advanced diploma. Of our 55 1997 graduates, 25 earned advanced diplomas. One of these received the Commonwealth Diploma, the highest diploma awarded by the state of Kentucky. About 60% of Oneida graduates go on to college or other institutions of higher learning.

Oneida has a "Tutoring Lab" program for students who struggle with low reading and/or math skills. We also provide "English as a Second Language" for international students, and developmental English for students who need assistance with high school English skills.

Work is an Oneida value and job skills are integrated into the Oneida curriculum. Many of our students learn work skills while earning credits in

classes like welding and agriculture. Others have a supervised work experience in the print shop, maintenance, tutoring, publications or library.

Boarding students not on the academic honor roll (B average or above) are required to attend study hall each evening, Monday through Thursday. Students who receive one or more progress reports (D or lower) have an extra study hall on these nights. All OBI teachers take their turn assisting students in study hall. Most of our students significantly raise their grades while they are at Oneida and credit the involvement of teachers as a key factor.

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Spiritual Life at OBI



"I have really grown a lot as a Christian... I feel so secure in who I am in Christ."

All Oneida students are required to attend a 30 minute chapel service each school day. Boarding students are additionally required to attend two worship services on Sundays. Optional Bible study groups for all ages are available on Sundays and at other times. Friday Praise and Worship is the most popular time of the week at OBI.

Parents are often concerned about what kind of religion their child will be exposed to while they are at boarding school. We have a denominationally diverse faculty and student body, but our worship and approach reflect our Southern Baptist heritage and values. Evangelism is a priority for us, but we respect the various backgrounds and churches that are represented in our school. We do not allow manipulation or pressure tactics in presenting Christianity to our students. Most students who attend OBI do express a personal faith in Christ at some time. We encourage new Christians to become active in their home churches.

While we do not have mandatory counseling of any kind, the OBI staff will approach student problems with Biblical counseling as a tool. Voluntary Pastoral counseling is available for problems related to the student's school and personal experience.

We have the only middle school/high school Baptist Student Union in Kentucky. Older Christian youth can develop leadership skills as BSU small group leaders. Our BSU hosts a weekly prayer time and weekly meetings, plus special events during the year. Students are frequently involved in creative ministries through drama, music, trips, concerts and recreation. Our Salt and Light group ministers to the community. Groups such as Experiencing God and the Tom Jenkin (Missions) Fellowship are also available to students.

Questions about spiritual life at OBI can be addressed to chaplain@oneidaschool.org.

Cocurriculars at OBI

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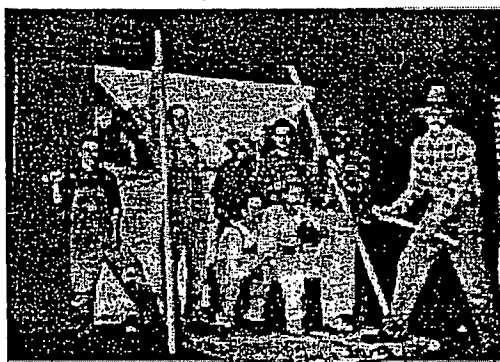
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**"I like the way
they let
everybody get
involved."**

Oneida Baptist Institute is distinctive in allowing any student to participate in athletics regardless of ability. Any student may try out for a team, and no one is "cut" because of lack of ability. The only limitations are KHSAA rules, OBI rules and health considerations. Every year, many of our students participate in a sport or cocurricular activity for the very first time. This "open participation" policy is a key difference between OBI and other schools and one of the reasons we succeed with many students who have failed elsewhere.

Athletic possibilities include: volleyball, cheerleading and softball for girls; golf, wrestling and baseball for boys; cross country, basketball, swimming, tennis, track and field, and soccer for both boys and girls.

Other cocurricular programs are: FFA, Academic team, drama, choir band, chess club, BETA Club and Baptist Student Union. Students publish a monthly newspaper and an annual yearbook.



Work Program at OBI

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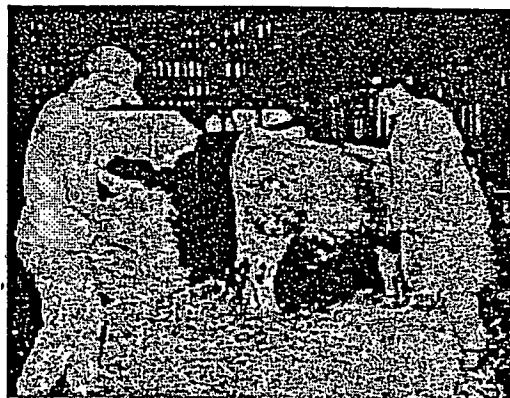
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"I've learned maturity... I've learned how to live."

An important Oneida difference is maintaining a strong tradition of work for every member of our school family. Every boarding student is required to have some type of job. Many cocurricular activities count as jobs in our work program. Students not involved in such activities can choose from a variety of chores. Boys clean our school and administrative buildings and do campus yard work. Girls work in the girl's dorm, dining hall and dishroom. Other jobs for boys and girls include a variety of farm work, dormitory cleaning, working in the OBI grill and serving as dorm hall monitors.



Students who excel at their jobs may be promoted to supervisory positions. Good and outstanding workers are rewarded throughout the year. Through the Oneida work program, our young people learn to value being on time, perfecting job skills, following directions and taking pride in a job well done. For many students, self respect and a new beginning start with a simple job done well,

The OBI FAQ

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Frequently Asked Questions About OBI

1. Why do students come to OBI?

- They want a Christian education and Christian influences.
- They enjoy the independence boarding school gives in preparation for college.
- Some may be struggling academically in public schools.
- Some need our Tutoring Lab or our 1:15 teacher/student ratio.
- Others may be experiencing social or family problems.

2. Where do our students come from?

Approximately 50% of our student population comes from Kentucky. Another 40% comes from other states in the U.S. The last 10% of our students come to us from other countries. OBI is one of the most diverse high schools in the world.

3. How do people hear about Oneida Baptist Institute?

Most of our publicity happens the old-fashioned way: word of mouth. Students and their families share the news of our ministry with others who need to know. Many people in the helping professions recommend us. Our alumni are our best advertisement.

4. OBI is for students in what grades?

We enroll young people in grades 6-12.

5. Is Oneida a school for "problem kids?"

No. We are a Christian school that takes Jesus words and example as our mission. We are a "Good Samaritan" school, trying to share love and truth with young people who need hope and help.

We are not a reform school, and we do not focus exclusively on students who have problems. We do, however, often accept students who provide challenges for us. We do not accept any student who is not physically and emotionally able to be away from home. During our evaluation process, we seriously assess any behaviors that could hurt others and do not accept every student who applies. If you have questions about whether your child is appropriate, contact admissions@oneidaschool.org.

Many of our students immediately show that they simply needed adults to become involved with them as positive examples, a consistently caring environment and a more structured schedule.

6. What percentage of OBI graduates go on to higher education?

Approximately 60% of our graduates go on to some form of higher education.

7. When does the Oneida school accept students?

We realize that a young person may need what we have to offer at any time during the year. Since we believe in meeting needs when they arise, we do accept students year-round, though not every day. Our Admission's process goes on throughout the year and students are interviewed and accepted every Sunday (except within 3 weeks of a major break.) For more information, see our "Admissions" page.

8. What can Oneida Baptist Institute offer my child that another school does not provide?

- a structured environment
- small class sizes
- nightly study hall
- a Tutoring Lab for students with low reading or math skills
- boarding facilities
- a distinctive Christian approach
- a unique student work program
- friends from other countries and cultures

9. What activities can my child be involved in at OBI?

Through elective courses in school, students may experience many diverse subjects from the arts to welding. After school, our young people can participate in a variety of cocurricular activities. (For more information, see our "How We Are Different" page or go directly to "Cocurriculars".)

10. How does the Oneida school maintain its distinctive Christian approach?

- Christian faculty and staff
- daily chapel services Monday-Friday (required of all students)
- one year of Bible required to graduate
- an optional advanced Bible class
- the only middle school/high school Baptist Student Union in Kentucky
- Worship on Sundays (required of boarding students)
- Optional Bible Studies and other activities.

(For more information, go to "Spiritual Life".)

11. What if we're not Baptists? (or not even Christians?)

We have never required that students or their families be Baptist or even Christian. In fact, most of our students do not profess to be Christians when they enroll. We respect the right of each young person to make his/her own decisions. Every year, many do respond and put their faith in Christ. See the information at spiritual life.

12. What kind of success rate does Oneida Baptist Institute have?

Our definition of success is Biblical. We often discover God has a different plan for a young person than anyone ever anticipated. Part of the reward of our ministry is seeing the excitement of a new discovery in the lives of kids who were experiencing failure and frustration prior to coming to OBI.

Do all of our students go on to college? No! But many go who may have been drop-outs if they had not come to OBI. Do all become Christians? Again, no. However, each year many young people come to understand their need of Christ-centered lives. Many students have told us that it was not only what they accomplished while students here, but

also the life-lessons they learned which helped them long after graduation. While we are not always successful, we have been able to motivate and encourage many who were destined for failure.

13. What kind of financial assistance is available for students?

Oneida provides financial assistance for virtually every student. Our fees for room and board are very modest by any standards. The average boarding school in America charges about \$20,000 per year. Many are much more. The average cost to attend OBI is about \$4,000 per year. Additionally, many schools require the fees for each semester to be paid in advance, but our fees are paid monthly. Oneida students pay far less than one-half the actual cost of their academic instruction and daily care. For students with legitimate financial needs, we will go the second mile by trying to provide additional assistance.

14. What kinds of discipline are used with students at OBI?

Minor school infractions will earn a student an after-school detention. Teachers and deans may also assign essays to students. We do use limited corporal punishment in some instances, but only the school principal, Dean of Girls and Dean of Boys are allowed to administer this. A common form of discipline is the use of assigning work duties to young people who break the rules. The consistency and predictability of rules is a major reason many of our students turn their behavior patterns around and experience success.

Students may also be "campused" for the evening. This means they cannot go to "free time" or to the computer lab that night.

Boys and girls can also be "social campused" from one another in cases of inappropriate behavior. Students who are "socialized" can have no form of contact with each other for a specified number of days.

Oneida students who are suspended on campus are required to work during the school day. Suspensions may last anywhere from one to ten days. An average suspension is three days.

Boys generally work on the farm, yard crew or by doing supervised jobs on campus. Girls may be assigned to the greenhouses or the kitchen area.

15. How often may boarding students go home for a visit?

Dormitory students may have one weekend home per month, provided they live close enough for this to be feasible. Additionally, one other weekend a month the family may come to visit with the student on campus. (Go to Visit OBI for information on campus housing and lodging nearby.)

Our school schedule provides plenty of time for our young people to also enjoy extended periods of time with their families: fall break, Thanksgiving break, Christmas break, spring break, plus several long weekends. Because we do not normally cancel school for any reason,

the school year passes quickly. Our students are often out 2-3 weeks before public systems. (For more information, go to our "School calendar".)

An Overview of OBI Admissions

Admissions is a process that begins with an extensive phone interview with the parent/guardian of the potential student. When the interview is completed and the completed application and forms are received and reviewed, we can say if the student is appropriate for OBI. Families should know that financial information, counseling records, psychiatric evaluations and school discipline records are frequently requested and reviewed during this part of the process..

"Every Student is a unique person with unique needs that are carefully and prayerfully considered. The ministry of our Admissions Counselors is to be sure that every student who enrolls is a student we can help."

"The family has to know why they are choosing a boarding school; and the student needs to be committed to reachable, realistic goals that are worth the effort. Admissions is the process of bringing school, family and student together to agree on what we all want to achieve."

When the application process is completed and approved, a campus visit is scheduled. This visit will be on a Sunday and will include an extensive orientation for student and family, a campus tour, and interviews with the family and with the student alone. Students must consent to be a student at OBI during a private interview without their family present in order to enroll. Often, the student will stay at OBI and immediately enroll. Sometimes there is a short period of further consideration before the student is invited to stay.

Move on to Cost and Other Admissions
Information



Education for time and eternity

Come Visit Oneida Baptist Institute

P.O. Box 67 Oneida,
Kentucky 40972 606-847-
4111

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An important part of our ministry is welcoming guests to our campus. Each year, hundreds of guests from all over the world visit OBI to learn about our ministry.

While we welcome anyone at anytime, we prefer advance notice of all visits so that tours and meals can be planned. Groups anticipating eating in the dining hall should give us at least a week's notice (or more) to guarantee enough food is prepared.

On campus accommodations are available, but are limited and frequently booked months in advance. These accommodations are appropriate for couples and small groups, but not for larger groups. Please contact Dr. W.F. Underwood (extension 202) or Mrs. Kay Underwood (extension 203) to plan your visit.

Visits to boarding students must be under guidelines of the student manual. This primarily affects students who are in their first 30 days at OBI, have discipline problems or job responsibilities. Please notify the dean of students, boys or girls if you plan to visit a student.

We only interview and orient new students on Sundays. If you would like to visit OBI to gather information with or for a prospective student, please notify the admissions office so that we can be sure you receive the information you need.

Accommodations are also available in Manchester (17 miles from campus) and London (40 miles from campus).



Education for time and eternity



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This directory will assist you in contacting staff at Oneida Baptist and contact the right person with your question or request.

OBI MAILING ADDRESS: Box 67 Oneida, KY 40972-0067 T for ALL Student mail.

Telephone: 606-847-4111 This is an automated switchboard. If you do extension you want to reach, press zero and a receptionist will answer during.

Fax Machine: 606-847-4496

Dormitory Phones (Available only at designated hours): Girls: 4321/4213, Big Boys: 606-847-4512/4412, Baker Hall: 606-847-

Extensions: Many staff have voice mail boxes on their extension. If the extension does not answer, please leave a message at the voice mail.

Admissions: It is unlikely that you will get a phone call through during the school day. You are encouraged to use e-mail or visit if possible.

President W.F Underwood: president@oneidaschool.org, Ext. 202. Contact about all employment questions, volunteer opportunities and mission trip information. Underwood schedules all OBI choir performances in churches. Please do not contact Underwood about routine student concerns. Contact the dean of students.

Administrative Assistant Kay Underwood: Ext. 203. Call here regarding inquiries from students and campus visits by groups or individuals.

Dean of Students Harold Underwood: harold@oneidaschool.org, Ext. 219. The dean of students is responsible for all aspects of student life, particularly discipline.

Assistant Dean of Students Erma Smith: obi@kih.net, Ext. 217. The assistant dean is responsible for travel arrangements and medical concerns.

Dean of Girls Billie Hoover: deanofgirls@oneidaschool.org. The dean of girls is responsible for all aspects of girls' life outside of school.

Dean of Boys John Saldaris: Ext. 308. johnthebaptist7@juno.com. The dean of boys is responsible for all aspects of boys' life outside of school.

responsible for all aspects of boys' life outside of school.

Admissions Director Bill Mock: admissions@oneidaschool.org, Ext. 233.
address for your questions about admissions.

High School Principal Dr. Ed Lowdenback: Ext 214.

Middle School Assistant Sharon Lowdenback: Ext. 230

Tutoring Lab Director Charmaine Nichols: Ext. 227

Guidance Counselor Myrtle Cooke: Ext. 216. This is the extension for all q
classes, grades and schedules.

Office for transcript and academic records requests for previous students o
Jaspersen Ext. 215 Fax Ext. 258

Business Manager Jerry Pierce: Ext. 205

Student Billing and Accounts Betty Hasty: Ext. 206

Campus Minister Michael Spencer: campusminister@msn.com. This is the
information about campus ministry and religious life at OBI.

Publications/Print Shop Denise Spencer: denise@oneidaschool.org, Ext. 2

Athletic Director Larry Allen Gritton: Ext. 224

Farm Manager Ken Martin: obifarm@kih.net, Ext. 238.

Alumni Questions- Clara Alexander: Ext. 201

Music Department Chair Tim Cochran: trc3j@juno.com.

Senior Sponsor/English Department Chair Dan Stockton: the_captain_01

OBI Daycare- Ext. 239

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Oneida News



FFA Brings Home State Honors

It was the realization of a goal when two of our students brought home first-place trophies from the Kentucky FFA convention. Jennifer Martin won the FFA creed contest, while Becky Moore placed first in the swine proficiency placement area.

Farm manager Ken Martin stated that in January, 1997, he and the assistant farm managers set a five-year goal to have a student win a state contest in something. The June 7 victories occurred four years and six months later.

Our sales team came in second in the state. Jennifer Martin was the second high individual and Elizabeth Mischler was third high individual in the sales competition. Other members of the team included Bailey Pinson and Jon Colliver.

Adam Clemons and Becky Moore received their state FFA degrees, and were the first students from OBI to ever receive that honor.

Justin Whitworth and Becky Moore served as OBI's two delegates at the convention. Becky became chairman of the Earnings and Savings Committee for next year. Mr. Martin noted that this was definitely an honor.

Becky and Jennifer also participated in the state FFA chorus and served one evening shift as part of the "courtesy corps" in the hotel.

Track and Field Competes at State Level

The OBI track/field team went to state with best personal times of the season, regional wins, and top state rankings in several events.

Jonathan Moore won the third place state medal in the 100-meter dash. Going into regional competition, Jonathan's season record had him ranked third overall of Class A runners in the state, and first in the region. He qualified for state with a first place regional win in the 100-meter dash and a second place finish in the 200-meter dash.

Aaron Gebrehiwot earned sixth place in the 200-meter run. At regionals, Aaron had cut 57 seconds off his season's best time to place second. OBI track coach, Ms. Michelle Mau, called it the race of the day and commented, "It was amazing. I still can't believe it. He ran such an awesome race."

The men's 4x100 meter relay team just missed a state medal with their ninth-place finish. The team included Zach Zamudio, Aaron Gebrehiwot, Eujay Dueh, and Jonathan Moore.

Drafting Students Claim State Prizes

Oneida advanced drafting students claimed four of the five prizes available at the state-wide balsa wood model bridge building competition held in Louisville, Kentucky.

Brandon Roundtree (pictured) won first place in efficiency and strength. His 3.632-ounce bridge held 480 pounds. Zach Thomas placed second in efficiency with his 3.280-ounce bridge, which held 256 pounds. Josh Turner took third place in efficiency, and Adam Dulin finished fourth.

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This is Oneida

Each week President W.F. "Bud" Underwood writes a column for our Kentucky Baptist State newspaper. "This is Oneida" is a good way to learn about our school. Click to Read the latest column here. Selected past columns are included here in the archives.

- Burying Baby Pigs in the Cornfield
- One Hundred Years later and a world away
- Thanksgiving and More
- Don't Forget the Gifts
- How Do You Come Up With The Names For Your Buildings?
- Can You Save Me Real Fast?

Second week of August, 2000

This is the weekend that students return for the new school year. It is always the most exciting time of the year for those of us who work at OBI. The next few days will be filled with happy reunions and new friendships. Students will feel overwhelmed and teachers will try not to appear to be overwhelmed.

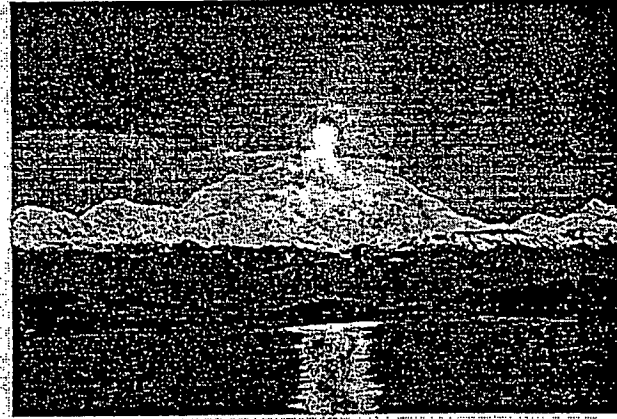
At this time of year, we are very aware of the sovereign plan of God in which we are just a small part. Hundreds of different paths from all over the world will converge in this small Eastern Kentucky community. Many will wonder how they ever came to be here. That is one question with an obvious answer: God brought us all here.

Scripture says that God is determined to do far more than any of us can ask of think. We never know what God is going to do in a given school year, but we can glimpse some of his wonderful plans as we join together in starting the process of caring, teaching, worshipping and sharing.

At this time of year, we sometimes feel a kind of temporary sense of adequacy. It will quickly pass. We will be thrown back on the resources of the Father almost before the first day has passed. This is good. It is one of the ways we are blessed. A single days work is far beyond our human resources.

Oneida is a planting ministry more than a harvest ministry. We will see some of the harvest, but most of our work is in the planting, weeding and cultivating of God's garden. Because each person is an individual who will bring unique needs and challenges, our approach to each person will be different. These beginning days are times of coming to value our students as individuals.

Thank you, Father, that along with thousands of partners in your Kingdom, we are here at a crucial juncture of your wonderful plan for hundreds of students. Sustain and help us, empower and change us, equip and bless us, all in your Spirit and your Son. Amen



Time With God

At the center of our life as a school family is a daily time of worship. We invite you to join with us in prayer, praise and hearing God's Word.

ARCHIVE
 Michael's E-mail
 My Philosophy
 Michael's Resume

The Truth about
 Michael

The Internet Monk



A Webjournal Edited by Michael Spencer

A nation attacked is a nation tested. Do we have the courage to tell the truth and act with justice?

Truth

Drudge

Washington Times

National Review

Frontpage Mag

Fox News

Jewish World Review

World

Rush Limbaugh

Michael Reagan

WSJ Opinion Journal

WorldNetDaily

Town Hall

Life

Obscure Reading

Room

Reference Desk

Britannica

Weather Underground

Washington Post

Google

Poetry

Noel Spencer

This Is What Happens...

by Michael Spencer



A Nation attacked is a nation tested. In 1941, the Pearl Harbor Invasion mobilized a nation and brought out a depth of national character against a clear enemy. The evasive face of terror brings a different kind of test to Americans; a test that begins with telling ourselves the truth. Any thinking person knows that we have been playing the odds with terrorists for a quarter century and on 9/11/01, we lost in a stunning way. Here's my list of where truth telling begins. [\(MORE\)](#)

The Two Faces of Pa Involvement

by Steve McFarland



Liberals love the rest of u guilty. It's effective if y the guilt pro tactic to so ill that has little or no relation to the produced. Case in point: the long s crusade for more parental involvem public schools. Steve McFarland p what real parental involvement is, a the lie to the guilt tactic. Steve will detention for this one. Read on. (M

Condit/Levy: Our National Train Wreck

by Michael Spencer



Gary Condit. He's like one of those words you've said for years- like kumquat- and suddenly you just say to yourself, "WHAT IS THAT?" respect to the Levy family, I think we can all benefit from taking a lo at this difficult episode, and asking ourselves what this indicates ab political culture in America. While I'm not one of those who think Co murderer, I am one of those who think he deserves the contempt of voters in Modesto. Hey, you guys could elect a conservative Republ who would at least be embarrassed by his behavior. (Right, Newt?)

Talk About It on the Message Board

(or just post a comm

Michael Spencer's Most Popular Features

Why Conservatives Should Reconsider the Death Penalty Limited governm human fallibility are conservative issues that still matter.

Respectashockability Marilyn Manson and James Dobson: gagging all the way bank.

To Clone or Not To Clone. Not a joke, just a bad idea.

Why I Love the Bard. Shakespeare rescued me from a white trash existence.

Mariah in Oz. On the verge of a nervous breakthrough. You go girl.

Zero Tolerance Follies. Saving America from wayward youth like the Bush girl

Singing Praise Choruses With Barbarians at the Gates Our most complime article so far. And all because someone said I WAS TOO OPINIONATED!

Why I Am A Christian: A Ten Point Argument I'm as out front about my be can be in a short space. Attack, agree or be amused.

Beware the Class of 2001 Why liberals and conservatives need to attend grad and shake a few hands.

Why do Conservatives Love Standardized Tests? Get out your pencils and g to mark those circles.

Trashing the Moral ABCs The problem isn't Eminem; It's the silence of those should know better.

(They're all in the archives)

Steve McFarland's Dispatches From Our Public Schoo

Hugs For Mrs. Hardesty Lessons in Life that you will never hear in class.

What Our Children Know Anyone who says kids need to know more about drugs m some.

A Hero To Remember The great Willie Stargell recalls a better, more decent America

The Kids Are Watching The NFL (of all places) shows signs of understanding why thi been getting worse.

P.E., Paddles, and Putty: A Few Things Misplaced in Schools When somethi changed for the worst, why not take a look at what's changed to make it worse?

Is There a "Big Fix" For Public Education? Go ahead. Admit it. Anyone who say have the answer must not know the question.

Eric Rigney's "CultureWatch" Features

The Good Spell of Harry Potter It's a cultural mega-phenomenon. Why are so many Christians missing the magic?

Flea Market Anthropology (Stupidity Rant II) Our CultureWatch Editor venture flea market... with predictable results.

Christian Propaganda is Better Left Behind Our most controversial article. Eric's opinionated look at "Left Behind" and the fact of evangelical propagandizing.

John Lennon The left's Patron Saint reminds us that the search for meaning is universa

Noel Spencer's "My Opinion " Column

Brittney Spears: Role Model of What? From Mouseketeer to stripper-in-train

Michael Highly Recommends the Books (and prices) at Discerning Reader

Avoid the dumbing down of today's Christian culture



Special Articles

My Final Visit To A Christian Bookstore In the spirit of keeping a good Lent, Mic gives up his primary vice.

Evangelical Skunks Michael's response to Eric's Left Behind article, with a few points cultural victory of Evangelical tackiness.

Randy As We Knew Him My brief relationship with one of the Texas Seven is food fo thought.

A Little Rebellion Now and Then why the Anarchist movement isn't a rerun of the
The NRO Review of "Left Behind" that seems to annoy some readers Hope on the web. It could have vanished by now ;-)

an online newsletter

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Christian CounterCulture is a great e-newsletter. Subscribe!



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The Internet Monk

"the power of opinion, the phenomenon of speech, the impact of tru
A Webjournal and News Review by Michael Spencer

Updated 2/6/01

Our CultureWatch Editor takes on the demise of the serious re

Truth

Drudge
Washington Times
National Review
Frontpage Mag
Newsmax
Fox News
Jewish World Review
World
Rush Limbaugh
Michael Reagan
WSJ Opinion Journal
WorldNetDaily
Town Hall
SmarterTimes

Life

Obscure Reading Room
George
CBS Marketwatch
Reference Desk
Britannica
Weather Underground
Washington Post
First Headlines
Google
Commentators

Special Feature: Randy As We Knew Him by Michael Spencer



Randy Halprin, one of the Texas Seven, a convicted child beater and now quite likely to be convicted and executed for capital murder in the death of a police officer, attended the school where I teach. For parts of three years, he was a familiar face on our campus. As I've watched his journey into criminal notoriety with curiosity and sadness, its made me think about the realities of American life his case represents so well.

Randy, and his brother, both adopted, came to our school from Texas. Whatever problems he'd experienced before coming were relatively minor, but like millions of American young people, he wasn't connecting. Not with school, or family or community or with the right people. So he came to us for a new start. In that, he was fortunate, since millions of kids just fall through the cracks. (MORE)

CultureWatch: The Boo Many; The Readers ar by Eric Rigney



If you ar
this, you
abnorma
get past
sentenc
just plain
Why are
here?!

There.
we've go
non-rea
among u
about th

anyone else bothered by the fact th
reads anymore? I know, I know, so
point out that the New York Times
list proves otherwise, that the millio
dollars authors reel in every year in
people are reading books by the gr
in a society of books, someone will
literate than any other generation b
(MORE)

In a post-literate
culture, the very act of
reading is
revolutionary.

"To elect McAuliffe party
chairman is an exercise
in the art of living
dangerously. Bill Clinton
perfected that art, and
Washington real-estate
and financial millionaire
Auliffe is his protege,
as well as handpicked
chairman of the

The Reading Room 2.6.01

The Internet Monk is well known among his Evangelical brethren as an undeter
the "Left Behind" phenomenon. The on-target review of the film at the NR Online W
makes me proud to have declared my colors early. I encourage my Christian friends
long look at what Christians believed for two thousand years and compare it to this
What's wrong with this picture? It's American sci-fi, not Bible.

Charles Murray is brilliant, and this culture-wise piece on the decline of America i
trash heap will give you plenty to think about. The downhill slope is truly made up of
little steps that finally take us over the edge. And every one of us can do something
haven't read anything this prophetic in a long time.

My advice on the Congressional version of the Patient's Bill of Rights: Don't look
pawn of the insurance industry. There is a lot to be commended in this legislation, e
it has its flaws. The President should make it clear he will sign something, but not ev
I'm looking for President Bush to show how skillfully he can assess the expenditure
capital and work with his adversaries. Americans are strongly bothered by the outra

Democratic National Committee (DNC). Even as DNC members obeyed orders from the former president and Sen. Hillary Clinton to elect McAuliffe, they worried about Republicans taking over federal investigative machinery. "Bring them on!" McAuliffe said on National Public Radio last week, adding: "Who cares? So what?" (Bob Novak)

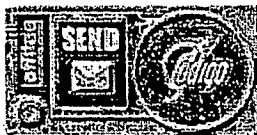
HMO system. We've been through four in the nine years I've been at my current em they've all been ridiculously insensitive. Compassionate conservatism must be savv conservatism as well.

The possibility of a major airline strike in the spring and summer is a story that b watching. The airline industry is starting to take on the appearance of a black hole f the U.S. economy. The President has some clout here and needs to let the parties k won't be afraid to use it. I can't imagine there is much political capital at stake in sidi consumers, but at base, this is about airline safety and the health of an entire indust

We have discovered that the \$100,000 fee to rent Bill Clinton as an after dinner also includes a cadre of protestors. Best chant: "Buy a trailer. It's so you!" The prote the bad taste to show up at Morgan Stanley Dean Witter affair where the ex-prez wa eloquent on spending money on diseases. Just think- they could have gotten the sa for a couple of pieces of furniture.

At one time, conservatives had a lot of good things to say about a cut in payroll t it seems to be the Democrats who mention it the most. This is a tax cut that every w family would appreciate and it is good politics. Makes a great speech line. Great vis that. If the White House needs some negotiating room to get the tax cut through, the tax cut should be part of the package.

A great article on the formative years and culture of President Lincoln. As a nativ Kentucklan, it is good to remember the virtues of one of our greatest Americans was strength of family and rural communities.



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The Internet Monk

"the power of opinion, the phenomenon of speech, the impact of truth"

A Webjournal and News Review by Michael Spencer

Updated 2/3/01

Special Feature: Randy As We Knew Him by Michael Spencer



Our school is one of those "faith-based" organizations that has a of accepting students who are not connecting with family, school community. We have a strong academic program, special help fo struggling students, extra-curriculars, a work program for every st and, appropriate to our tradition, religious education and an appe make a personal commitment to Jesus Christ. (Relax, liberals. W get any government funds.) Every student who comes to us is br their family, so we're working with families to find success for their children.

Randy Halprin's family was unusually supportive of what we were doing. Everyone who with Randy and his brother recalls the story of his Jewish father bringing his boys to us, he would rather his boys be good Christians than bad anything else. But we could also s pain this family was' experiencing. Something wasn't going right. Like so many adoptive experiencing problems with teenagers, there seemed to be a sense of desperation. This to work.

Randy was a very well-behaved and pleasant young person. He made a good impressio those who worked with him. I can't find a single staff member with a bad memory of Ran. Randy didn't fully take advantage of what we had to offer. He made friends, he passed h classes, but he didn't get involved in activities or sports, he didn't excel at anything, and ever show the insight into his own life that is the basis of real change.

Two things about Randy stay in my mind. One was his relationship with a girl, Randy an young lady were one of those couples that everyone thought would never break up. She bright and flamboyant; he was quiet and utterly taken with her. They took up residence i school grill and spent every available hour together, gazing at one another with total dev. When I think of "a young man in love," I always think of Randy.

The other was a Sunday evening when the preacher gave a public invitation to our stude come forward and indicate their desire to receive Jesus Christ as Lord and Master. In ou tradition, this is an adult step, a life-changing step, and the most serious single commitm person can make in life. Randy came to me, weeping and sincere, wanting to become a Christian. I talked with him, we prayed together and Randy went back to his room with a faith in Jesus.

My tradition also says that everyone who walks forward, cries and prays is not necessari genuinely converted. It is the beginning of a journey that reveals true faith and nurtures faith. It is a journey that may include terrible mistakes and seasons of darkness. In the e leave the results up to God. But we remember Jesus said it is not the healthy who need physician, but the sick.

Randy got in trouble at our school. At first, it was pranks like sneaking in a girl's restroo going out his window after bedcheck. Then he carved his name- and his girlfriend's nam bench on campus. For these problems, he was briefly suspended from school. Then, in

Randy went to a city nearby for a weekend with friends of his family. While there, he got trouble with the law for theft. When he returned, we determined we were no longer appr for Randy and we expelled him.

Then Randy's story becomes the story of millions of young people in America. His family refused to take him back. Now legally an adult, they gave him money and put him on his he was on the streets. In 1996, Randy had returned to Texas, and was living in a homel shelter, where he was befriended by a young mother. He moved in with her and her chil few months later, under the influence of drugs, Randy brutally beat her infant son, inflicti many serious wounds including a fractured skull. He was sentenced to 30 years in priso (Randy's brother, who was much more of a problem for us, was also incarcerated during time, and is today.)

* * * * *

On one of the many television shows about the Texas Seven, an official of the Texas pri system kept referring to Randy as "scum." John Walsh said that he hated Randy the mo because he had attacked a child. In his ABC interview, Randy said he broke out becaus thought he would have a chance to be a different person, not this "monster" he'd becom eyes of the public. Another official said that the fact these men were prisoners made any comment about the abuses in the Texas prison system meaningless.

I'm sorry, but as hard as I could ever try, I will never be able to think of Randy in this one dimensional way. Now don't think I'm laying aside my conservative values. Randy will charged with capital murder, and even though I'm personally convinced he didn't pull the he is as guilty as those who did. He'll be charged, likely convicted and should be execut found guilty. I would say this to Randy. And I would say it with a broken heart.

Randy Halprin isn't scum. He isn't a monster. He is what we all are- a sinner. A rebel ag God and a person utterly committed to selfishness, not love. In his heart, and in all of ou is every evil from lying to murder to genocide. I've been to prisons and I didn't feel like I visiting aliens from another universe. I recognized all these prisoners as very much like There but for the grace of God, go I.

Randy made terrible choices. He increasingly made choices based on his own survival a expense of others welfare and lives. The further down this road he traveled, the more pa and dangerous these choices became. It's a long way from stealing a credit card to killin but its not as far as some of us think.

But we, all of us who knew him, failed Randy as well. He behaved in such a way that his couldn't help him any more, but all of us with children know that something is very wrong American family life. Something that is tearing children away from their families, and into violent and empty. Too many young people are divided from their families by divorce, dr materialism and rebellion. Schools, counselors, the community: all of these had a chanc impact Randy's life. The choice of how to respond was his, but the opportunity was ours.

Our school had its opportunity. I know I could have done more for Randy and thousands others like him, but I routinely say that what I am doing is enough. Now I can wonder if o invested in that young man, one more effort at friendship and mentoring, one trip to the or out to eat, would have changed his life. I'll never know.

At the Republican National Convention, George W. Bush said something interesting. List

"A couple of years ago, I visited a juvenile jail in Marlin, Texas, and talked with a group o inmates. They were angry, wary kids. All had committed grown-up crimes. Yet when I lo

their eyes, I realized some of them were still little boys."

"Toward the end of the conversation, one young man, about 15 years old, raised his hand and asked a haunting question, "What do you think of me?" He seemed to be asking, like many Americans who struggle: Is there hope for me? Do I have a chance? And, frankly, do you white men in suits, really care about what happens to me?"

"A small voice, but it speaks for so many: single moms struggling to feed the kids and parent; immigrants starting a hard life in a new world; children without fathers in neighborhoods where gangs seem like friendship or drugs promise peace, and where sex sadly seems the closest thing to belong. We are their country too. And each of us must share in its promise; the promise is diminished for all."

"If that boy in Marlin believes he's trapped and worthless and hopeless, if he believes his life has no value, then other lives have no value to him, and we're all diminished."

"When these problems are not confronted, it builds a wall within our nation. On one side wealth, technology, education and ambition. On the other side of that wall are poverty, prison, addiction and despair. And my fellow Americans, we must tear down that wall."

What I hear in that recollection is the truth that we accomplish nothing by demonizing those whose problems and behavior tell us something important about all of us, and something important about our country and our political culture. By simply saying that everyone is a deviant and the rest of us are all right, we are building bricks in a wall that is dividing America in ways we cannot afford to be divided.

It is time for conservatives to develop an approach to every social issue that doesn't just talk but creates results. We can be for excellence without leaving majorities of minority children behind. We can be for law and order and still work for non-prison justice alternatives. We can and must, take a look at our "drug war" and see it is a failure for America and for its young people. There are alternatives: faith-based, humanistic, effective alternatives that are too often impossible. It is time we invest in literacy, job training and entrepreneurship for all Americans especially those at risk and who need to start over.

And it is time we looked and listened to our young people, rather than seeing them as monsters. These are our children, and God will ask us about what we did with them.

I will write Randy and tell him we remember him. We know he is not a monster. He is part of what we do right. He is part of what we do wrong. He is a predator, and he is a victim. His challenge of compassion and conservatism for a new generation of conservatives.

Michael@internetmonk.com

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40972

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Fax 606-847-4496

E-mail:
Michael@Internetmonk.com

Michael Spencer

Education

1974 - 1975
Williamsburg, Ky

Cumberland College
Religion/Philosophy major

1975-1978
Owensboro, Ky
Religion/Philosophy

Kentucky Wesleyan College
Bachelor of Arts

1979/ 1982-1984
Louisville, Ky

Southern Baptist Theological Seminary
Master of Divinity

1986-1987
Louisville, Ky
1976 - 1978
Owensboro, Ky

Southern Baptist Theological Seminary
Post-Graduate Study
Buena Vista Baptist Church
Minister of Youth

Professional experience

1979-1982
Owensboro, Ky

Bellvue Baptist Church
Minister of Youth

1982-1984
Owensboro, Ky

Highland Baptist Church
Minister of Youth

1984-1988
Somerset, Ky

First Baptist Church
Associate Minister

1988-1992
Shepherdsville, Ky

Bullitt Lick Baptist Church
Pastor

1992-present
Oneida, Ky

Oneida Baptist Institute
Campus Minister, Teacher

Currently
Manchester, Ky

Manchester Presbyterian Church
Minister

2000-Present
Oneida, Ky

Internet Monk Publications
Editor

Personal

Married to Denise Spencer for 23 years. Two children: Noel, age 16
and Clay age 13.

Records from Oneida

Affidavit

Before me, the undersigned authority, personally appeared Kathryn J. Jaspersen, who, being by me duly sworn, says as follows:

My name is Kathryn J. Jaspersen, I am of sound mind, capable of making this affidavit, and personally acquainted with the facts herein stated: I am the custodian of the records of Oneida Baptist Institute. Attached hereto are 23 pages of records from Oneida Baptist Institute. These said pages are kept by Oneida Baptist Institute in the regular course of business, and it was the regular course of business of Oneida Baptist Institute for an employee or representative of Oneida Baptist Institute with knowledge of the act, event, condition, opinion, or diagnosis, recorded to make the records or to transmit information thereof to be included in such records; and the records were made at or near the time or reasonably soon thereafter. The records attached hereto are the originals or exact duplicates (i.e. photocopies) of the originals.

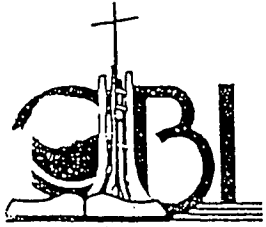
Kathryn J. Jaspersen
Custodian of Records for Oneida Baptist Institute

SWORN TO AND SUBSCRIBED before me on the 23rd day of OCT, 2001.

Harold S. Underwood
Signature of Notary Public

HAROLD S UNDERWOOD
Notary's Printed Name

My commission expires: 2-5-2004



ONEIDA BAPTIST INSTITUTE

Dr. W. F. Underwood, President

Education for time and eternity

Founded in 1899

P.O. Box 67
Oneida, Kentucky
40972-0067
(606) 847-4111
Fax (606) 847-4496

NAME HALPRIN, RANDY SEX M DATE OF BIRTH 9-13-77
LAST FIRST MIDDLE MONTH DAY YEAR BIRTH PLACE

GRADE SCHOOL GRADUATED FROM _____ DATE ENTERED THIS SCHOOL 1-20-92

ATTENDED OTHER _____ MONTH DAY YEAR

SECONDARY SCHOOLS

1993-94							1995-96						
SUBJECTS							SUBJECTS						
1ST	2ND	3RD	4TH	WK	CR		1ST	2ND	3RD	4TH	WK	CR	
Alg. I/Pre-Alg.	F	F	C	B		.5	Adv. Bible	A					
Biology	D	B	B	A		1	Anatomy	D					
P.E./Health	C	C	B			.75	English IV	B					
Computer	C					.25	Geography	B					
English I	C					.25	Intro.Ch/Ph.	D					
English II	D	D	C	C		1	Piano	A					
Drivers Ed.			B	B		.5							
Piano	A	A	A	A		1							
World Hist.	D	C	A	B		1							
DAYS ABSENT					TOTAL	6.5	DAYS ABSENT				TOTAL		
1994/95							1995-96						
SUBJECTS							SUBJECTS						
1ST	2ND	3RD	4TH	WK	CR		1ST	2ND	3RD	4TH	WK	CR	
Chem/Int.Chem	F	C	C	C		.75							
Geom/Inf.Geom.	F	C	D	C		.75							
Child Dev.	A	A				.5							
Creat.Writ.			A	A		.5							
Eng. III	B	A	B	B		1							
French I	D					.25							
Piano	A	A	A	C		1							
Typing I		A	C			.5							
U.S. History	A	B	C	B		1							
DAYS ABSENT					TOTAL	6.25	DAYS ABSENT				TOTAL		

GRADING SCALE

A- 90-100
B- 80-89
C- 70-79
D- 60-69
F- 0-59

CREDITS REQUIRED TO GRADUATE:

STANDARD DIPLOMA 20
ADVANCED DIPLOMA 23

Kathryn J. Jaspersen
Kathryn J. Jaspersen
Guidance Secretary

ACCREDITED BY THE KY DEPARTMENT OF EDUCATION

Date 10-9-01



ONEIDA BAPTIST INSTITUTE

Dr. W. F. Underwood, President

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P.O. Box 67
 Oneida, Kentucky
 40972-0067
 (606) 847-4111
 Fax (606) 847-4496

Founded in 1899

NAME				SOCIAL SECURITY NO.			
LAST	FIRST	MIDDLE					
HOME ADDRESS				HOME PHONE			
STREET	TOWN	STATE	ZIP CODE	AREA CODE	NUMBER		
FATHER'S NAME				NATIONALITY		RELIGION	LIVING
MOTHER'S NAME				NATIONALITY		RELIGION	LIVING
FIRST	MAIDEN	LAST					
FATHER'S OCCUPATION							
MOTHER'S OCCUPATION							
GUARDIAN'S NAME				ADDRESS		PHONE	
NO. OF BROTHERS		NO. OF SISTERS		LANGUAGE SPOKEN IN HOME			

TEST SCORES

NAME OF STUDENT		SOCIAL SECURITY NUMBER		TEST DATE	
HALPRIN RANDY E		453770592		04	95
				MONTH	YEAR
ACT		ENGLISH		MATHEMATICS	
TEST SCORES:		16		12	
SUBSCORES:		08 08 04 10 02 08 07		15 16 15 N	
		USE/ALG. CH. RHET. ELEM. ALG. ALG./GEOM. GEOM./TRG. SOC. SCI. ARTS/LIT.		% AT OR BELOW NAT'L CORR.	
				13	

DATE OF GRADUATION	NO. IN CLASS	RANK	GPA
GRADE COMPLETED (IF NOT GRADUATED)			
WITHDRAWAL	REASON	DATE	
TRANSCRIPT OF CREDITS SENT TO		DATE	

GRADING SCALE

A- 90-100
 B- 80-89
 C- 70-79
 D- 60-69
 F- 0-59

CREDITS REQUIRED TO GRADUATE:

STANDARD DIPLOMA 20
 ADVANCED DIPLOMA 23

Kathryn J. Jaspersen
 Kathryn J. Jaspersen
 Guidance Secretary

ACCREDITED BY THE KY DEPARTMENT OF EDUCATION

10-9-01
 Date

NAME OF STUDENT Randy Ethan Halprin Age? 14 Grade? 7th *immature* *repeatedly*
NAME OF PARENTS Go Dan Halprin *oldest of 4*
ADDRESS OF STUDENT 2906 Oak Trail Ct
Arlington, TX 76016
TELEPHONE NUMBER OF STUDENT 817-265-7725 home (Zip Code)
NAME OF REFERRAL AGENT friends (DHR) How did you hear of this? parents together
ADDRESS OF REFERRAL AGENT _____ (Zip Code)
TELEPHONE NUMBER OF Referral Agent _____ (area code)

Have any relatives or friends attended? Yes? ☒ NO? ☐
If "yes", WHO? Shawn Gregg
(1) Why are you thinking of a boarding school for your child? family is Jewish, can't get him motivated works as volunteer at police dept, never thinks through his actions
(2) What special interests? Sports? Music? Mechanics? Art? wants to be a policeman, choir, perhaps piano,
(3) Any medical problems? no
(4) How does child do academically? failing but capable
(5) Ever suspended or expelled? arguing w/ friend over religion
(6) Any trouble with law? no
(7) Ever runaway from home? no
(8) Any problems with: marijuana? drinking? etc. no
(9) When can you come to visit? 12:30 1/19 to stay
Not a trouble maker
clean cut guy.
when going gets tough he backs off
main problem is School

Age 18
9-13-
Landy Halperin. "Why I want to become a genius"

As a child in school I was very slow. I started kindergarten not knowing my alphabet or how to count. My parents pushed and pushed me to try harder, but I did not. Eventually I learned the necessary, but still did not try very hard.

I continued on with the lackadaisical efforts on school. I didn't care. I thought to myself, "what is school? Why am I waiting all this time on nothing? Soon I would regret having not cared for school."

It was the seventh grade, and nothing was going to stop me now. I was a "big man." I didn't have to listen to anybody. My grades became worse than they had previously been. My parents grew worried, not knowing what had happened to their son. That year I failed the seventh grade. Then came Onida.

I arrived at Onida with a different attitude on school. The only reason for that was so I could get out of that place. I began to think, why am I doing this, did it for me or is

just to leave this place? Then it hit me. I realized that without school, I would be a nobody just as my parents had said.

The following quarter my grades shot up like a rocket. I began to feel better about myself. I made honor roll for the first time in my life.

Now it's the year 1995 and I have the opportunity to become a junior in high school. There are many reasons why I want to be placed in this grade. The first reason is so that I will graduate in the class of '96, instead of being a year behind in the class of '97.

The second reason is that I believe my grades, and attitude on school have changed ~~to~~ tremendously. The third reason is so that I may tell my parents and myself that I knew I could do it, and that I'm going to be somebody. And the last reason is so that I may continue on with a positive attitude.

I would greatly appreciate the moving of my classes. I feel confident I can do a good job if not better.

in the junior class. I thank you for
the cooperation I have received in becoming
a junior. Thank you, I know I can
make it.

1-19-92 7th

1-28-92 (8:05 a.m.) Incident report from Ms Mehmel--No homework for math.

1 swat

5-13-92 (1:17 p.m.) Incident report from Mr Adams---Dumping chocolate milk in another students food.

1 swat

2-24-93 Incident report from Mrs Dunaway---Will not cooperate in class; wants to talk continuously; class is a joke for him. Ignores warnings and other punishments.

ALC

4-2-93 Incident report from Mrs Dunaway---Cannot keep his mouth shut. Thinks out loud too much. Very disturbing when having class discussion. Warnings have no effect, continues to ignore me.

4-21-93 **Suspended** to the farm for being in the girls bathroom in the Chapel building during free time with his girlfriend, Daphne Williams and another girl.

5-4-93 **Suspended** to the farm for climbing out 2nd floor window of Baker Hall using a sheet.

10-16-93 **Suspended** to Mr Underwood for not following orders and coming back on the Taxi with 3 other OBI students from Lexington to the wrong Burger King in London and then getting the police involved because we weren't there to pick them up.

8-24-94 (5th period) Incident report from MR. Crow---Excessive talking in class. Given after school detention--didn't show.

Going today-Mr. Robinson

4/5/95 - 4/7/95 **Suspended** to Joe Cushman for stealing VCR from Ms Beyers classroom.

Picked up for shoplifting in Lexington by the Police over the Spring Break. Got into it with his Dad at home and he left and spent time in Louisville with Teresa Dancy.

07-10-95 Carved a note to Teresa Dancy in the brand new benches that the volunteers just made for the CMC building.

Dr Underwood called his Dad and made arrangements for him to leave.

Dad called me and he said Randy could not go home. He may go to any city he wants to go to and he will pay for his bus ticket and housing for 6 months. Randy will have to get a job.

Randy chose to go to Lexington. We took him to the bus.

W-10

8/1
95
77
8

10-08-95

12th.

01-04-96 Went home with Charles & Terri Kernell from Lexington for the break. Stole 2 of their Christmas checks amounting to \$275.00. They took him to Louisville to visit friends and while there, he used their credit card number and had Western Union wire him \$200.00. Police picked him up and arrested him at Kernells' after they went back to Louisville to bring him back to their home. They were not aware of the Western Union transaction until Discovery called them. Dr Underwood said not to let him return.

W-10

CONTRACT

I, Randy Halpin am grateful to be allowed to return to Oneida. I was not brought back to Oneida, I am here because I wrote a letter requesting permission to return. I understand I am under a strict 90 day probation. During that time I will make passing grades in all of my classes; if I accumulate excessive hours and/or licks, if I do the same things that caused me to be expelled before, if I do not show proper respect to faculty, staff and peers, or if I do anything to be suspended, I will be sent home and will not be allowed to return!

After my probation is over, I will still make every effort to be a responsible and productive student. I will also continue to show progress in every area of my life.

I also want to apologize to all of those I have offended. I understand that being at Oneida is a PRIVILEGE NOT A RIGHT!

Signed Randy Halpin
Student

Signed Randy Halpin
Parent or Guardian

Date 10-8-95



TEXAS ASSESSMENT OF ACADEMIC SKILLS

CONFIDENTIAL STUDENT REPORT

STUDENT: HALPRIN RANDY E
DATE OF BIRTH: 09/13/77
TUDENT-ID (PEIMS): 641036653
REPORT DATE: DECEMBER 1991
DATE OF TESTING: OCTOBER 1991
GRADE: 07

DISTRICT: 220-901 ARLINGTON ISD
CAMPUS: 047 GUNN J H
CLASS GROUP: TEACHER
LOCAL-STUDENT-ID:

1535-L Document 17-116 Filed 08/21/14 Page 214 of 535 PageID 14101

WRITING				PERFORMANCE REQUIREMENTS		
WRITTEN COMMUNICATION		OBJECTIVE	ITEMS	MET MINIMUM EXPECTATIONS ON WRITING COMPETENCIES: NO	MINIMUM EXPECTATIONS: 2 ON COMPOSITION + 27/36 3 ON COMPOSITION + 18/36 4 ON COMPOSITION + 9/36 (SCALE SCORE: 1500) OBJECTIVE MASTERY: 9/12 (3 OR 4 ON COMPOSITION REQUIRED)	
4. PROCESS WRITING ("HOW-TO")		MASTERY	CORRECT/TESTED			
COMPOSITION RATING: 2						
ANALYTIC INFORMATION						
5. SENTENCE CONSTRUCTION		YES	10/12	NO		
6. ENGLISH USAGE		YES	9/12			
7. USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION		NO	7/12			
TOTAL MULTIPLE-CHOICE OBJECTIVES MASTERED: 2		TOTAL ITEMS: 26/36		SCALE SCORE: 1490		
READING						
READING COMPREHENSION		OBJECTIVE	ITEMS	MET MINIMUM EXPECTATIONS ON READING COMPETENCIES: YES	MINIMUM EXPECTATIONS: 28/40 (SCALE SCORE: 1500) OBJECTIVE MASTERY: 3/4 or: 5/6 or: 11/14	
WORD MEANING		MASTERY	CORRECT/TESTED			
SUPPORTING IDEAS		YES	3/4	YES		
SUMMARIZATION		NO	2/4			
RELATIONSHIPS AND OUTCOMES		NO	4/6			
INFERENCES AND GENERALIZATIONS		YES	3/6	SCALE SCORE: 1510		
POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT		YES	11/14			
			5/6			
TOTAL OBJECTIVES MASTERED: 3		TOTAL ITEMS: 28/40				
MATHEMATICS						
CONCEPTS		OBJECTIVE	ITEMS	MET MINIMUM EXPECTATIONS ON MATHEMATICS COMPETENCIES: NO	MINIMUM EXPECTATIONS: 39/56 (SCALE SCORE: 1500) OBJECTIVE MASTERY: 3/4 OR: 5/6	
NUMBER CONCEPTS		MASTERY	CORRECT/TESTED			
ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS		YES	3/4	NO		
GEOMETRIC PROPERTIES AND RELATIONSHIPS		YES	3/4			
MEASUREMENT CONCEPTS		YES	4/4			
PROBABILITY AND STATISTICS		NO	2/4	SCALE SCORE: 1410		
OPERATIONS		YES	3/4			
USE OF ADDITION TO SOLVE PROBLEMS						
USE OF SUBTRACTION TO SOLVE PROBLEMS		NO	2/4			
USE OF MULTIPLICATION TO SOLVE PROBLEMS		YES	3/4			
USE OF DIVISION TO SOLVE PROBLEMS		NO	2/4			
PROBLEM SOLVING			1/4			
PROBLEM SOLVING USING ESTIMATION		YES	3/4			
PROBLEM SOLVING USING SOLUTION STRATEGIES		NO	2/6			
PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION		NO	3/6			
EVALUATION OF THE REASONABLENESS OF A SOLUTION		NO	1/4			
TOTAL OBJECTIVES MASTERED: 6		TOTAL ITEMS: 32/56				
E NO.						
1538-02024-24121						

NOTICE OF WITHDRAWAL FROM SCHOOL

A-D60-91

High School Name: ARLINGTON School A: ARLINGTON City: TX State: TX Zip Code: 76015
1000 S
Date of Birth: 9/13/77 Place of Birth: HALPRIN TX
Parent: 2906 OAK TRAIL CT TX State: 76016 Zip Code: 76016
Current Address: ARLINGTON TX State: TX Zip Code: 76016
Most Recent Former Address: 467-5221 Business Phone: 861-9894
Home Phone: 467-5221 Business Phone: 861-9894

High School Name: ARLINGTON School A: ARLINGTON City: TX State: TX Zip Code: 76015
1000 S
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Parent: 2906 OAK TRAIL CT TX State: 76016 Zip Code: 76016
Current Address: ARLINGTON TX State: TX Zip Code: 76016
Most Recent Former Address: 467-5221 Business Phone: 861-9894
Home Phone: 467-5221 Business Phone: 861-9894

Signature and Title of School Official
ROBERT WINDHAM PRINCIPAL

Generic Course Name	GRADE 07		1990 - 91		GRADE 19		GRADE 19		GRADE 19		GRADE 19	
	Abbreviated Course Name	1st Sem Gr	2nd Sem Gr	Abbreviated Course Name	1st Sem Gr	2nd Sem Gr	Abbreviated Course Name	1st Sem Gr	2nd Sem Gr	Abbreviated Course Name	1st Sem Gr	2nd Sem Gr
ENGLISH LANGUAGE ARTS	ENG 7		56									
MATHEMATICS	MATH 7		61									
SCIENCE	L. SCI 7		68									
SOCIAL STUDIES	TX HST 7		65									
ECONOMICS / FREE ENTERPRISE												
HEALTH												
PHYSICAL ED / EQUIVALENT	ATR 7-B		96									
OTHER LANGUAGES	LON/HR 7		0									
FINE ARTS	ART 7		79									
COMPUTER SCIENCE												
VOCATIONAL EDUCATION												
BUSINESS EDUCATION												
OTHER ELECTIVES												
LOCAL CREDIT												

A PASSING GRADE IS 70 OR ABOVE

VALUES	BASIC	REGULAR	HONORS
87 - 100	8	12	15
83 - 86	6	11	14
80 - 82	7	10	13
77 - 79	5	9	12
74 - 76	4	8	11
71 - 73	3	7	10
68 - 70	2	6	9
65 - 67	1	5	8
62 - 64	0	4	7
59 - 61	0	3	6
56 - 58	0	2	5
53 - 55	0	1	4
50 - 52	0	0	3
47 - 49	0	0	2
44 - 46	0	0	1
41 - 43	0	0	0
38 - 40	0	0	0
35 - 37	0	0	0
32 - 34	0	0	0
29 - 31	0	0	0
26 - 28	0	0	0
23 - 25	0	0	0
20 - 22	0	0	0
17 - 19	0	0	0
14 - 16	0	0	0
11 - 13	0	0	0
8 - 10	0	0	0
5 - 7	0	0	0
2 - 4	0	0	0
0 - 1	0	0	0

Notes: In the "Abbreviated Course Name" column, space is provided to the right of the dashed line for H = Honors Course, P = Advanced Placement Course, I = International Baccalaureate Course, R = Summer School Course, S = Special Education Course taken with modified content or mastery level as a result of an AFD decision. Other

CERTIFIED BY ALLED
RECORDS CLERK

DATE:

Decision Record:

VACCINES	DATE GIVEN		VALIDATION DOCTOR OR CLINIC	DATE DOSE DUE
DTP or Td	1	6-10-82	DCCHD	
	2	6-16-83	DCCHD	
	3	Aug 25 '83	DCCHD	
	4	1-15-92	LS/RAC	
	5			
	6			
	7			
Polio <input type="checkbox"/> Oral <input type="checkbox"/> IPV	1	6-10-82	DCCHD	
	2	6-16-83	DCCHD	
	3	Aug 25 '83	DCCHD	
	4			
	5			
Measles	6-10-82		DCCHD LS/RAC	
Mumps	6-10-82			
Rubella	6-10-82			
Other MMR	1-15-92			
IG TEST	DATE	RESULT		

PHYSICIAN'S VERIFICATION OF MEASLES/MUMPS ILLNESS
 This is to verify that the person for whom this card was issued had:

- ☐ measles illness on or about _____ month and year
- ☐ mumps illness on or about _____ month and year
- and does not need the vaccine/s.

Richard A. Chiarello

RICHARD A. CHIARELLO, M.D.P.A., F.A.A.P.
 717 NORTH FIELDER ROAD
 ARLINGTON, TEXAS 76012

 Date Physician's Signature

Pandey, Halpern

EMERGENCY INFORMATION

Significant Medical Problems

Allergies

Drug Sensitivities

Other

GROWTH RECORD

[illegible]

KAISER PERMANENTE

MEDICAL CARE PROGRAM

PERMANENT RECORD

LO

IMMUNIZATIONS AND TESTS

Child's Name

Halpin Randy

Address

Birth Date

9-13-77 Sex M

Sex -

Parent's Name

THIS BOOK IS A VALUABLE PERMANENT RECORD. BRING IT WITH YOU WHENEVER YOU VISIT YOUR DOCTOR.

KEEP THIS BOOK IN A SAFE PLACE

**THIS INFORMATION WILL BE NEEDED
WHEN YOUR CHILD ENTERS SCHOOL**

010220

Account number 9128600042	Medical record number 0000503395	Admission date and time 10/13/91 10:56	Health care plan <input type="checkbox"/> MC <input type="checkbox"/> HMO <input type="checkbox"/> PPO <input type="checkbox"/> PP
Name (Last) HALERIN, RANDY E	(First) E	(Middle initial)	Allergies <input type="checkbox"/> NKA
Birth date 09/13/77	Age 14 Y	Sex M	
B/P	Pulse	Resp	Temp
			<input type="checkbox"/> Oral <input type="checkbox"/> Rectal

Physician <i>Chiarello</i>	<input type="checkbox"/> Office <input type="checkbox"/> Amb service <input type="checkbox"/> Home	Response time Time 11:15	Exam time 11:25 - Reg A4.29 - K. Lauer	Current medications
ES physician <i>Lorjerson</i>	<input type="checkbox"/> Office <input type="checkbox"/> Amb service <input type="checkbox"/> Home	Time 11:12		
Consulting physician				

Physician history & exam	History from	Wt
--------------------------	--------------	----

Chief complaint	Time	Physician's Orders	Time	Physician's Orders
Hx Bicycle accident. Thrown over handlebars. Denies LOC. Hit face first on ground. C/O chest + upper abdominal pain. Walked home from accident and "collapsed" on living room floor. Vomited repeatedly. Felt SOB. Arrives by ambulance. P.E. Alert NAD. head NC/AT	11:14	<input type="checkbox"/> CBC w/o diff ELT-8 <input checked="" type="checkbox"/> CBC w diff <input checked="" type="checkbox"/>		<input type="checkbox"/> UA
Face: mult. ple abrasions facial bones intact		<input type="checkbox"/> Lyles <input type="checkbox"/> BUN <input type="checkbox"/> Creat <input type="checkbox"/> Glue		<input type="checkbox"/> Amylase <input type="checkbox"/> Card enz <input type="checkbox"/> Chem profile
neck: non tender no deformity or step off				<input type="checkbox"/> 2 view abd w CXR
chest wall - tender over (L) lateral chest - large abrasion, no crepitance or		<input type="checkbox"/> ABG <input type="checkbox"/> EKG	11:17	<input checked="" type="checkbox"/> CXR <input type="checkbox"/> Port
Mild tenderness to deep palp LUG		<input type="checkbox"/> Monitor		<input type="checkbox"/> C-spine <input type="checkbox"/> Port
BS(+)				<input type="checkbox"/> CT:
lungs clear.	11:17			
extremities: scattered abrasions over hands. Good ROM at all joints				
Back non tender.				
@ 1200 noon pt back from Xray. breathing fine / no N or V				
Dr. Chiarello will be in to finish evaluating patient				

Test results	H/H 14.5/45.3	Medications / Treatments	(L) shoulder
--------------	---------------	--------------------------	--------------

Discharge instructions / prescriptions / conferences	No PE Activity for 1 week Dictated PO Dr. Chiarello / K. Lauer
------------------------------------------------------	-------------------------------------------------------------------

Notify	Disch Cond	Disposition	Diagnosis (ICD-9)
<input type="checkbox"/> Conner <input type="checkbox"/> Animal Control <input type="checkbox"/> Relative <input type="checkbox"/> Child Welfare <input type="checkbox"/> Organ donor	<input checked="" type="checkbox"/> Improved <input type="checkbox"/> No change <input type="checkbox"/> Expired	<input type="checkbox"/> Admitted to _____ Via _____ <input type="checkbox"/> Transferred to _____ <input checked="" type="checkbox"/> Home with _____ <input type="checkbox"/> AMA <input type="checkbox"/> MD office Discharge time 12:55	<i>Blush & Center</i> Physician's signature <i>Tager</i>

NCIIS PERCENTILES*

NAME _____

RECORD #

[illegible]

Randy
Halperin

8/3/95

Dr. Underwood,

I've always enjoyed being at Oneida. Ever since my first day my eye's have been opened to the power Oneida has. Sure, it was a new place, and yes I was scared. I mean things were different. I missed my family, and my friends, but over the weeks I ~~soon~~ often forgot about them because my mind was on school and my new friends. My grades went from O's to A's and B's. For once my parents were proud of me. Oh, breaks when I would come home they would say, "Oh Randy, your attitude is so much better now, Oh Randy, you clean so well." It made me feel good.

Four and a half years. That's how long I had been there. I had my ups and downs, but those were about the best four years I can remember. Never was I an extreme trouble maker or threat to the school. I never had excessive hours or ticks. Yes, of course I would do something stupid every once in a while, but it wasn't like I got in trouble every day.

I became a Room monitor after only being at Oneida for a quarter. ~~After~~ The following year I became Room monitor and hall monitor. I kept the position of hall monitor for three years serving time in both Bunk Hall and the Carnahan, Marvin Wheeler dorms. I also joined Track (middle school, high school), played soccer in the summers. I had the highest G.P.A. in Biology, History, and in P.E./Health. I was the most outstanding Freshman Pinnolist. And all four years I was there I received ~~the~~ Outstanding Worker Award.

Those were all things that I were very proud of.

Oneida was my highland, my home. I miss it very much. Too much. Never have I wanted something back so badly. I would do anything for another chance. ~~Oh~~ I want to be the Rainy I was for so many years. I want to be the person everybody could depend on, everybody trusted. I miss Oneida.

Ever since I was removed from the Oneida Family, I've been lonely. Yes, I know it is my fault, but I want another chance. I'm not suicidal in any way. I'm not emotionally unstable. I've always had a good outlook on life. Times were getting puFF for me, but never would I ~~kill myself~~ ^{anything!} Over ~~anything!~~

Now, I am 17 years old going on 18. I've been working at Subway. It's okay there. I get paid enough to live off of. My apartment is nice, but honestly I miss the dorm rooms of Oneida. My problem is no school will accept me. I can't go to public school without my parents signing me in. It takes a year to get the G.E.D. and honestly I want a High School Diploma. I had it all worked out ~~working~~ for Oneida next year. I only needed 4.5 credits. I want Oneida on my diploma.

What would it take for me to come back? I'm willing to give up everything! My breaks, I'll work both work programs. Please, Oneida is where I belong. I won't steal, I won't graffiti Oneida property, and you don't have to worry about my emotional state, because I am just fine.

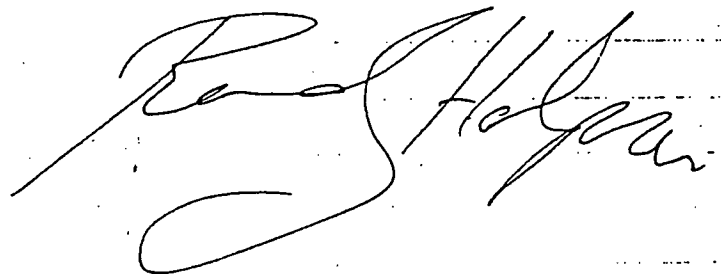
Dr. Underwood Oneida is where I belong. It's

where I feel comfortable. I can say I love Oneida, because I've experienced so much about life there.

Please, IF there is any thing I can do to get back into Oneida tell me. Don't think this letter is of ~~any~~ "brown nosing," I mean everything I wrote. I really want to come back "home!"

Thank you for taking the time to read this. My address is 1521 Continental Sq. or Apt. 27 Lexington, Ky 40505 (606) 249-3328. Once again thanks for your time.

In christ,

A handwritten signature in cursive script, appearing to read "Paul Hogan". The signature is fluid and stylized, with a large loop at the end.

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Highest GPA Awards
Biology 1994

Most Outstanding Pianist 8th Grade

- Randy played piano at Oneida from 1993-1994

Cleanest Room Awards

A & B Honor Roll

Letters in the Arts Program for Piano

Activities – Oneida

Hall Monitor of Middle School and Upper School Dorm

Track and Field (shot put) 7th and 8th Grades

Co-Editor of Creative Writing Class and Magazine 11th Grade

- Asked to do it in 12th grade but got expelled before class started.

Certified in CPR

Life Guard Program

- Never obtained certification because was expelled in summer 1995.

Piano Program

Chosen for “Advanced Bible Class” with Professor Mike Spencer

- Bible class is required, but for this advanced class you either have to be chosen or approved, only a small group of students are admitted to this class, and Randy was chosen.
- Professor Mike Spencer is “The Internet Monk” who wrote an article about Randy on his website.

Set up and escorted Year Book Pageant 1995-1996

- Similar to the Homecoming Queen.

Child Development Program

- Worked with faculty and children in tutoring and study skills.

Performed Piano for Holiday Events

“White House” cleaning volunteer

- The White House is the oldest building on the Oneida campus and was reserved for housing of special guests.

“Friendship House” Volunteer

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- The Friendship House is a Salvation Army like charity in Kentucky which helps low income families.
- Randy would sort clothing and assist with sorting donations.

Concession Stand Volunteer

- Set up and worked concession stands during school sporting events.

Activities – Hope Center (Lexington, Kentucky)

Volunteered in the evenings to pass out hygiene supplies.

Activities – Texas

B’Nai B’rith Youth Organization of Temple Beth Shalom (Arlington, Texas)

Received GED while in Tarrant County Jail.

Activities – Choice Moore Unit

- Randy spent two years at the Choice Moore unit, a holding unit, before going to the Connelly Unit for three years.

Bilingual Choir Pianist

Activities – Connelly Unit

Jewish Study Group

- Headed by Rabbi Block and Rabbi Marrus of the Chabad Labuitch of South Texas (San Antonio) and the Connelly Unit.

Business and Economics Course

- College course taken on the Choice Moore Unit.

Piano

Randy first learned to play the piano when he came to the Halprin’s home at a young age. They had a stand-up piano in the living room, and he used to play with it and bang on the keys when he was little. By the time he was 8 he could hear a song once and play it without music. His parents thought he had a “good ear” and got him lessons from ages 8-10 year. At this point he was playing two hours per day for his father, and decided to quit.

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Oneida offered a piano course (practice 1 hour per day) and Randy took it. When he had picked it back up he came home for the holiday and played for his father. His father bought him a keyboard to take back to school with him because he was so proud that he was playing so well.

Classes

7 th Grade	January 1992 (Spring semester)
8 th Grade	1992-1993
9 th Grade	1993-1994
10 th Grade	1994-1995
11 th Grade	1995-1996
12 th Grade	1996 (Fall Semester) (?????????????)

Schedule at Oneida

Breakfast	6:00 – 7:00 a.m.
Classes	1992 – 1994 Classes from 7:30 – 2:30 p.m. 1994 – 1997 Classes from 8:05 – 3:05 p.m.
Free Time	End of Classes – 4:30 p.m. Hangout with friends, snack, homework.
Dinner	4:30 p.m.
Free Time	4:30 – 8:30 p.m. Hangout in “the Grill” with friends and girlfriend, homework. Volunteer work (listed), attend sporting events, set up and run concession stand during sporting events.
Study Hall	8:15 – 9:15 p.m. This is a mandatory study hall time at Oneida, since Randy was on honor roll he was not required to attend. He would spend this time in the dorm (since it was quiet because few people were not in study hall) and do homework.

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ASK PARENTS FOR

- Videos of Randy playing the piano (Theresa also has this).
- Video of Randy's bat-mitzvah

ASKED FRIENDS FOR

- Yearbooks
- Photos of Randy or any videos (perhaps lawyers could make a video of him with these things).
- Mindi Sternblitz – Gunn Junior High Yearbook 90-91

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ADDRESSES

Wesley D. Halprin

#1026653

B-1-B26

4147 FM 1800

Breckon Ridge, Texas 76424

- Send certified mail to ensure he receives it.
- Copy of letter included in this packet.

Mindi Sternblitz

PO Box 152805

Arlington, Texas 76015

- Copy of letter included in this packet.

Kelly (and Chris) Hanshaw – ckahanshaw@yahoo.com

- Maiden Name – Kelly Dillon

Oneida Website Address – reality7001@hotmail.com

Randy's notes
(originals lost)

FAMILY MEMBERS OF ONEIDA WHOM I WAS ON GOOD TERMS WITH:

MR. MIKE GIBSON - Was the Daytime Dean of the middle school Dormitories. I was invited by my friend Wayne Evans and I into "town" for pizza. Also would spend some weekend nights at his Apartment watching movies. Was on very good terms.

MR. HEFFELFINGER (SP?) - Was the Dean of the high school Dormitories. He gave me advice on different things, would sometimes take me into town also for a movie or Wal-Mart. Helped me pick out a dozen roses for Theresa for her last performance in play. Also cut my hair often. Was on very good terms.

MR. LAUSON - Nighttime Dean and in charge, overall of the middle school Dorms. Took me to ~~Chadron~~ a Restaurant in Concord for my 16th birthday. Also my "Boss" and picked me for my team monitor job and Hall monitor job in middle school.

MR. SHELBY - My English III teacher and creative writing teacher. She'd to get me in Advanced English but Theresa met with her in that class so the Advanced teacher wouldn't let me in.

MR. DAY - 7th grade History teacher.

MS. DINGWANG - 7th & 8th Science teacher and 10th grade Biology teacher. I believe she has a video tape of Science class notes and I dissecting a frog and getting used just having a good time. She selected it.

MR. "HAROLD" UNDERWOOD - Soccer coach and Head of the high school Dorms. Often sat down to chat with me. My "Boss" for the hall monitor job. Awarded me the most outstanding Worker Award for Hall Monitoring in 94-95.

MR. [?] - Senior Piano Teacher who took me to South. He actually pushed for me to go for a musical Scholarship at E.K.U. (Eastern Kentucky University).

FT. Worth
YMCAONEIDA AWARDS AND ACTIVITIES:AWARDS:

Texas, Summer of 92 CAMP
CARTER, I received the "S.
ARROW" AWARD for outstanding camper
based on leadership skills, participation etc

Most outstanding worker 92-95, in '94 I received
special recognition for Hall monitor of the high school dorms.

I've received a couple highest GPA Awards, but I can
only remember Biology '94

Most outstanding pianist 8th grade 93-94

Several Cleanest Room Awards

A+B Honor Roll Recognition Several Times

Several Letters in the Arts Program for Piano.

ACTIVITIES:

7th and 8th grade track and Field Team (Shot Put)

Was temporarily on the Soccer team but had to drop because
of conflicting class schedules.

Co-Editor of the Creative Writing class and magazine. HP Grad
was asked to follow up in 12th but was expelled before class
started again.

Participated in the Life Guard Program, but was temporarily
expelled Summer of 95 and was never certified.
But was certified for C.P.R.)

Hall monitor of middle school dorm and high school dorm

Piano Program

POSSIBLE FRIEND CONTACTS:

WINDI STEINBLITZ - Arlington (child hood and up Friend)

Remy WEINER - Arlington (?) (Sunday school, Hebrew school classmate
last talked to Summer of '96)

HAD JONES - Best friend growing up moved to Birmingham Alabama in
'94 last talked to I think Summer of '94. His family
loved me to death also.

Long HALL - ^{cl 96}Huber Heights, Ohio (?) (Ex Girl Friend, and Friend)

AYNE EVANS - ^{cl 96}Englewood, Ohio (?) (BEST FRIEND AT ONEIDA until
'94, but still remained friends. Family liked me and often
invited me for Thanksgiving and Summer break stays)

FANNY ^{cl 96}(?) - (Good ONEIDA FRIEND)

MAGIC ^{cl 96}(?) - (Good ONEIDA FRIEND)

ERUNICA ^{cl 96}(New York?) (Good ONEIDA FRIEND)

MARTINE SAMUELS ^{cl 97}NEW YORK (?) (Good ONEIDA FRIEND)

MYSTAC (?) (?) (Good FRIEND ONEIDA left 9th grade)

Jim ^{cl 96}(?) (ONEIDA FRIEND)

INGIE BROWN ^{cl 95}(?) (ONEIDA FRIEND)

EMETRIUS MAXLEY ^{cl 95}FRANKFURT Ky (Roommate ⁹⁴and Friend)

ELLY SPARKS, NEW YORK (?) (Ex Girl Friend and Friend ONEIDA)

WESLY AUSTIN ^{cl 96}MICHIGAN (?) (Good ONEIDA FRIEND)

FRANK DUCKWALL ^{cl 96}LOUISVILLE, Ky (?) (ONEIDA FRIEND)

Theresa Dancy, maybe she still has it?

My parents also have my BAR MITZVAH on tape and other things that show me playing around with kids, my brothers etc. I don't know how hard it would be to obtain some of these I'm just thinking of things that would amaze me.

Also, getting a hold of a GUNN TR High 90-91 yearbook & point out people. you could ask MINDI STERNBLITZ for this.
~~THOMAS MARKER~~

while in Colorado an old elementary school friend wrote from California to offer his support. JOHAN MASTENSON he sent a picture of us together as kids. EDWIN KING should have that and his address.

There is also an Oneida Alumni group on Yahoo! you could check on that.

MARIAN FELD - Arlington, TX (Sunday school teacher 5, 6, 7th grade also taught me Hebrew)

Rabbi KEITH STERN BOSTON, MASS. (FORMER^(??) RABBI of TEMPLE BETH SHALOM of Arlington)

Internet Research on Randy's friends
(plus information provided by Randy)

Oheida website

Oneida Baptist Institute

P.O. Box 67 Oneida, Ken

1-606-847-4111

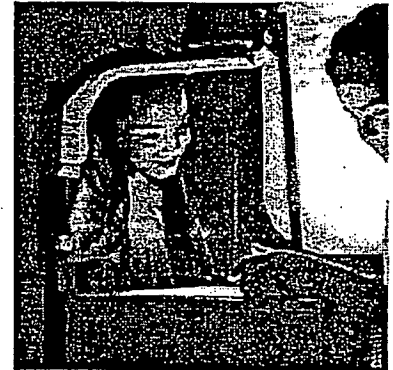
Dr. W.F. Underwood, Pre

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for Students in Grades 6-12**

**What other schools are looking for.....
.... We've Never Lost.**

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As we enter our second century of ministry, we invite you to learn about how someone you care about can find their way to Oneida.



ENTER THE OBI WEB SITE

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- Family loved Randy and were close Jewish friends growing up.
- Amy Hall – Huber Heights, Ohio (16 in Ohio)
 - Ex girl friend and friend.
- Jason Kuhns - Pevlington, Kentucky (none – check spelling)
- Chris Wood - Lexington, Kentucky (11 in Ohio) –
 - Tried contacting Chris in Lexington. There was only one Chris Wood listed that was not a student at Oneida.
- Tommy Helmers – Randy was his Hall Monitor – said that Randy stuck up for him.

XI. Friends from Texas

- Chad Jones – Randy wanted to go and see him when he was home between school sessions the summer of 1995.

XII. Misc.

- Further Education
- Got GED in the Tarrant County Jail.
- On waiting list to be able to start college in the Connelly Unit.
- Mindi Sternblitz – friend who wrote to Randy while in jail in Dallas.
- While staying at the Arlington Night Shelter Randy went to Six Flags one day. He saw his friend Mindi, who was working there. Mindi was getting ready to start college at Texas A & M. He spent time with Mindi and said that he did not do drugs for the two weeks that he spent with her. Mindi was going to college and Randy got an offer to move to Fort Worth. He later found out from Mindi that one week after he had left for Fort Worth her parents had gone to the Arlington Night Shelter to look for Randy to see if he would come and stay with them to he could help them.

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IX. Randy's Brother – Wesley Halprin

Randy and his natural brother, Wesley, were adopted into the Halprin family when Randy was five. Wesley went to Oneida with Randy, but did not graduate from Oneida. Although Randy has not spoken to his brother in six years, he said that they do have a close relationship. (Randy was not allowed to call home when he came back to Dallas after being expelled from school and was not allowed to write home from prison. Wesley was at home during this time.)

Wesley will be 21 years old in November, and is currently in a Drug Rehabilitation Program in Texas. Randy stated that they have not spoken recently because Wesley is not supposed to have any contact with convicts while he is in the program, and Randy respects that.

Randy thinks that Wesley does have contact with their parents and suspects that they have a good relationship.

X. Friends from Oneida

- Mindi Sternblitz – Arlington, Texas
 - Information appears later
 - Tried contacting her by mail. I am still waiting for a response.
- Wayne Evans (250 in US – 10 in Ohio)
 - Best friend until 11th grade.
 - Preppy guy.
 - Falling out because Randy went from being a preppy kid to doing drugs.
 - Eagle Wood, Ohio.
- Jeremy Weiner – Arlington?
 - Sunday school, Hebrew school classmate. Last talked to in summer of '96.
- Chad Jones – Birmingham, Alabama
 - Best friend of Randy's growing up. Last talked to him in summer of '94.
- Courtney Samuels – New York?
 - Class of '97
 - Good Oneida friend
- Demetrius Moxley – Frankfurt, Kentucky?
 - Roommate in '94 and good friend
- Jason Goldberg – Arlington, Texas

- Mr. Lawson – “Nighttime Dean and in charge overall of the middle school dorms. Took me to a restaurant in London, KY for my 16th birthday. Also my “boss” and picked me for my room monitor job and hall monitor job in middle school.”
- Mr. Shelby – “My English III teacher and creative writing teacher. Pushed to get me in advanced English, but Theresa, my ex, was in that class, so the advanced teacher wouldn’t let me in.”
- Mr. “Harold” Underwood – “Soccer coach and head of the high school dorms. Often sat down to chat with me. My “boss” for the hall monitor job. Awarded me the most outstanding worker award for hall monitoring in 94-95.
- Mrs. Winters – “Ran the student “grill” where I always hung out after school. Knew me well.”
- Mr. Nichols – “Substitute teacher. Often played with his five-year-old son during baseball games while running the concession stand. Was on good terms. Sometimes ate at his house. And when I had an apartment in Lexington, he stopped by once.”
- Mrs. Gordan – “School counselor. Promoted me to my graduating class of 96 because I caught up on the year. I lost my first 7th grade year. Had taken extra classes to catch up on credits.”

Activities and Awards – Pre-Oneida

Fort Worth YMCA Summer Camp
Broken Arrow Award
Based on leadership, skills, and participation

1992

Awards – Oneida

Most Outstanding Worker

1992, 1993, 1994, 1995

Most Outstanding Worker as a Hall Monitor
of Middle School Dorms

1994

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- Ms. Jensen – guard in Colorado jail – loved Randy and hugged him when he left – she talked to him for 15 minutes each day.
- Interviews
- Prime Time – Chris Wallace.
- 60 minutes – Ed Bradley – talked with Randy for 15-minute interview after they talked to George Rivas. Randy is not sure if this interview ever aired.
- Channel 11 telephone interview – Mary Ann Razzuk

Teachers at Oneida - *Quotes by Randy Halprin

- Ms. Dunaway – 7th and 8th → “Science teacher and 10th grade Biology teacher. I believe she has a videotape of some classmates and I dissecting a frog and goofing off just having a good time. She recorded it.”
- Mr. Robinson – later the vice principle → “High school vice principle, often gave me advice. On real good terms.”
- Mr. Day – history teacher – left after Randy’s 8th grade year
- Ms. Knight – 8th grade History teacher → “When I went to high school, I still stopped by her classroom to say hello.”
- Mr. Mike Gibson – “Was the Dean of the middle school dormitory. Often invited my friend Wayne Evans and I into “town” for pizza, etc... Also would spend some weekend nights at his apartment watching movies... Was on very good terms.”
- Mr. Heffelfinger (sp?) – “Was the Dean of the high school dormitories. Often gave me advice on different things, would sometimes take me into town also for a movie or Wal-Mart. Helped me pick out a dozen roses for Theresa for her last performance in a play. Also cut my hair often. Was on very good terms.”



Hotmail® reality7001@hotmail.com

Inbox Compose Address Book Folders Options

Messenger Calendar Help

Folder: Inbox

From: Kelly and Chris Hanshaw <ckahanshaw@yahoo.com> [Save Address](#) - [Block Sender](#)

To: reality7001@hotmail.com [Save Address](#)

Subject: Randy Halprin

Date: Fri, 22 Jun 2001 22:16:42 -0700 (PDT)

Reply

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Next

Close

Hey reality,

Yeah I know not to believe everything I read. I for one feel sorry for randy and wish I could get in touch with him by mail and see how's doing and offer some encouragement. I didn't talk to Randy but maybe 4 times in High school but he still seemed like a very nice guy and you really had to go to our highschool to understand the bond with people even if you weren't their best friends. Do you know how to get in touch with him? Is he back in texas? How did you know him?

Before he went to OBI or After? Just wondering?
Talk to you later. Kelly

=====

You guys want to make a little extra money for 5 minutes of your time? Go to: <http://www.SurveyPayday.com/index.cfm?referrer=ckahanshaw> just highlight the link and paste it and sign up, as soon as you do enough surveys to have \$15.00 they will send you a check.

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From : Kelly and Chris Hanshaw <ckahanshaw@yahoo.com>

To : "...Jennifer ..." <reality7001@hotmail.com>

Subject : Re: Randy Halprin

Date : Tue, 17 Jul 2001 22:59:21 -0700 (PDT)

I can't believe he remembered me? Wow! Yeah my mom married Lexy's adopted dad. He was close in that my mom worked at our boarding school, and Lexy went there and her adopted father met my mother that way! Can you please ask him if we can write him? Tell him that we are all wondering about him and if it was ok or possible we would like to write him. I heard he is still in Colorado? I hope so! Ask him if it was
(?) > wayne franklin who we went to the concert with! I also wanted to let him know if anyone told him Dylan anderson said anything bad about him it was a lie and I have his interview on tape. The media seeked a lot of us out to do interviews and Lexy and I both were on the news. Just let him know that we both were very ositive and never said anything at all! we wish we hadn't been pulled into the whole thing but they would not stop calling us! please find out if we can write....thanks Kelly
ps i'll send you pics when i can get a chance i have a 4 yr old and 8 month old and they are a hand full! so sometimes it takes a while for me to get a chance.
Thanks for writing me back and try to get back to me about this when you can! Thanks again!

=====

You guys want to make a little extra money for 5 minutes of your time? Go to: <http://www.SurveyPayday.com/index.cfm?referrer=ckahanshaw> just highlight the link and paste it and sign up, as soon as you do enough surveys to have \$15.00 they will send you a check.

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From: Kelly and Chris Hanshaw <ckahanshaw@yahoo.com>

To: "...Jennifer ..." <reality7001@hotmail.com>

Subject: Re: Randy Halprin

Date: Wed, 1 Aug 2001 18:42:04 -0700 (PDT)

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Calendar

Hotmail

Free New
Special O
Pop Mail
Find Mes
Reminder
Directorie

MSN Chi

Chat Roo
Find Frier
Free Gam
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Personals
Send Mor
Shopping
Travel
WomenC
More...

I know that the FBI was grilling her pretty hard about whether or not (she) knew where he was. Just about the whole time he was out. Lexy and I talked to the press but I don't know if anyone besides us and Dylan Anderson. Who knows everyone from OBI is so spread around it's not even funny. So who knows I do know they hounded the hell out of Mr. Underwood (my Uncle) at OBI and the press was camped out there for weeks. Just let him know that nothing that was said was negative. The news around her found me by going to the OBI web site then linking to the yahoo! club and looking through member profiles! So they went to crazy links. I think maybe Kristi Skeens might have? I don't know? Tell him I'll write. Thanks for keeping me updated when did they move him back to Texas? Kelly

I'm thinking she was in my Biology class. And asked me to date her, but I turned her down. (?)

=====
You guys want to make a little extra money for 5 minutes of your time? Go to: <http://www.SurveyPayday.com/index.cfm?referrer=ckahanshaw> just highlight the link and paste it and sign up, as soon as you do enough surveys to have \$15.00 they will send you a check.

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sorry about that



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Public Records Search

First Name

Chris

Last Name

Wood

Detail

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Chris Wood
2249 Valencia Dr
Lexington, KY 40513

Phone: 606-224-7723

— busy signal [ADD TO ADDRESSBOOK](#) [BUY LONG DISTANCE](#) [PURCHASE WIRELESS](#)

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Theresa Dancy
1107 Rogers St
Louisville, KY 40204

Phone: 502-589-5566

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[BUY LONG DISTANCE](#)
[PURCHASE WIRELESS](#)

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ADDRESSES:

WESLEY, D. HALPRIN #1026653

B-1-B26

4176 FM 1800

BRECKEN RIDGE, TX 76424

(You'll probably have to send anything pertaining to me 'Certified mail' to ensure that he receives it.)

MINDI STERNALITZ

P.O. Box 152805

ARLINGTON, TX 76015

TEAM #2

**Brad Keeler
Cynthia Lowery**

**RANDY HALPRIN'S LIFE PRIOR
TO ADOPTION AT AGE 5**

EXHIBIT

1

Exhibit 16: Neuropsychological Function in Children With Maltreatment-Related Posttraumatic Stress Disorder, By Sue R. Beers, Ph.D. and Michael D. De Bellis, M.D, M.P.H.

Exhibit 17: Childhood Abuse and Lifetime Psychopathology in a Community Sample, By Harriet L. MacMillan, M.D., F.R.C.P.(C); Jan E. Fleming, M.D., F.R.C.P.(C); David L. Streiner, Ph.D.; Elizabeth Lin, Ph.D.; Michael H. Boyle, Ph.D.; Ellen Jamieson, M.Ed.; Eric K. Duku, M.Sc.; Christine A. Walsh, M.S.W; Maria Y.-Y. Wong, M.Sc.; and William R. Beardslee, M.D.

Exhibit 18: The Relationship of Childhood Abuse to Impulsivity and Suicidal Behavior in Adults With Major Depression, By Beth S. Brodsky, Ph.D.; Maria Oquendo, M.D.; Steven P. Ellis, Ph.D.; Gretchen L. Haas, Ph.D.; Kevin M. Malone, M.D.; and J. John Mann, M.D.

Exhibit 19: Betrayal Trauma: The Logic of Forgetting Childhood Abuse, By Jennifer J. Freyd.

Exhibit 20: Understanding the Effects of Maltreatment on Early Brain Development, By The National Clearinghouse on Child Abuse and Neglect Information of the United States.

Bertram Vandenberg
Robert Guerra

To: Spring 2002 DPP Students
Professor Reed
Ed King
George Ashford

From: Fall 2001 DPP Students
Robert Guerra
Bertram Vandenberg

Re: The First Five Years, Mitigation and Randy Halperin

Randy is a remarkably polite and astute young man. He is quick to figure out where your questions are going and to provide you with the answers that you want to hear, or that he thinks you want to hear, or what he wants to hear. Perhaps a little of all three. We did not have multiple discussions with Mr. Halperin. Nor did we have a long and in-depth conversation with him, where we sought to explore his make-up as a human being. What we did chose instead, was to ask him questions that might lead us somewhere in trying to piece together his pre adoption life.

Randy Halperin was born on September 13, 1977 in McKinney, Texas. While he did not know the surname of his biological parents, he believed that their first names were Anna and Randall Sr. Randy was taken from his parents and placed into foster care at the age of four or five. His younger brother Wesley, born two years after Randy, was taken from their biological parents at about 9 months of age. While we do not know much about Randy's biological parents, it appears, at least from documents provided by the Gladney House, that Randy's mother was 23 years old when the adoption process took place. Randy is unsure about the mechanics of his adoption although he does remember that his departure from his natural parents involved a goodbye party. Randy was adopted by Daniel and Patricia Halperin, who at the time lived in Arlington, and his surname was soon changed to Halperin. Additionally, Randy's original middle name was Lee, but was later changed to Ethan when he was adopted by the Halperins. Regarding his biological parents he has nothing positive to say, in fact he has little to say about

Bertram Vandenberg
Robert Guerra

them at all, other than the fact that he was removed from their care after it was determined that they were keeping the money that should have gone towards his care and well being.

By the time of his adoption he was five. At that time he was not unable to count nor could he repeat the alphabet. His adoptive parents began his education. More important, to Randy the child, he learned to swim. Like most children he wanted to show off for his (adoptive) parents, swimming was his medium. All children want someone to notice them and to be impressed; praise and positive attention are universal desires. Randy went for too long with too little, if any at all. There might be a vacuum within him, something that appeared when he was so young might be depthless and might never be filled, despite constant trying. He claims that when he was 16 he almost tried to find his natural mother, but decided not to. He also claims he's never wanted to find his natural father.

Randy does not know much regarding the situation that led to his being taken from his biological parents, although he does believe that physical abuse did play a part in it. He described several incidents that he remembered, age three +/-, when he was subjected to the violent and abusive whims of his biological parents. The first occurred when he was sitting on a window ledge, of uncertain though no doubt great, height. Without warning or provocation he was pushed off. His right hand retains a scar from that event. The second incident, what we think of as a "traumatic occurrence" more than an abusive act, was when his parents left him for (he believes) five hours at a laundromat. This created a great fear in young Randy. What the long-term consequences might be is open to speculation. The need or desire to be noticed, or to be part of. Perhaps more accurately young Randy wanted to be unique and to be cared about on an individual basis. That hypothesis might be borne out when his later romantic relationships became all important and all consuming. He, himself, attributes many of his negative behavioral

changes to at least one particular girl from later in life. Someone who is desperate to acquire the affection and attention of another by any and every means would certainly not hesitate to alter their behavior. The final incident, which he can recall, occurred around the time of his brother, Wesley's birth, as he was walking down the stairs in front of their apartment, with his hands full, his father unexpectedly shoved him down the flight of stairs. He lost a tooth. Obviously, in those first few years the young Mr. Halperin had the unfortunate opportunity to develop some fears, insecurities and (though he seems not to show it) some intense and overwhelming resentment and anger.

He cares deeply for his natural brother as well as his two Korean-born adopted brothers. No doubt he places a great deal of importance on loving intra family relationships. The illusion of stability must go a long way in constructing a safe place within his soul, where the damaged child can find refuge. This desire to belong, the need to be cared for and cared about plus his need to reciprocate those feelings can be traced, with effort, to the utter lack of those things during his initial life experiences. Those fundamental needs are inherent in us all. No doubt an early dearth will create a desire or need that almost resembles addiction.

Documentation

His social worker, who made sure that he was adopted along with his brother, gave the Halperin's a scrapbook that held pieces of his pre-adoptive life, pictures and who knows what else. This is a crucial item to acquire. It promises to shed a great deal of light onto his early years.

The next acquisition of importance pertaining to Randy's first five years is his birth parent's names. We have submitted a document request to the Gladney House, but it's sparse. The documents procured from the Gladney House contain medical records resulting from their

physical examinations of him when he was first placed in Gladney's care. These documents detail that Randy was in good health when turned over to the Gladney House. Furthermore, they detail Randy's birth and formative years. Randy was delivered through use of anesthesia and forceps, weighing 7 pounds at birth. He was not breast-fed; rather, he was fed formula through a bottle. Randy first sat up at 7 months, began standing at 11 months, and first walked at 14 months. Randy's first words came at approximately 7 months of age, and his first short sentence at about 13 months. This indicates a normal early development for Randy, and it is quite striking to learn that he did not learn the alphabet until after the adoption by the Halperins. Most of the pertinent records (i.e., psychological, abuse records) are with The Texas Department of Protective and Regulatory Services. However, those records cannot be accessed without the names of his biological parents. The Gladney House does have copies of these records, however, they cannot release these records unless the TPRS grants them permission to do so. The names in the Gladney documents, per statute have been censored, so that provides few, if any, leads. However, we have submitted a subpoena to get the Gladney records uncensored, or at the very least, discover the names of his biological parents. For the subpoena to be of any use, an evidentiary hearing must be scheduled. As nothing is scheduled at all, as of right now, the subpoena is useless, but it's prepared and ready.

We checked birth records in McKinney, hoping that the names of his birth parents would be on Mr. Halperin's birth certificate. However, upon adoption by the Halperins, the names of the parents on the birth certificate were changed, thus providing no clues. Furthermore, a check of the local McKinney newspaper for any birth announcement at the time of Randy's birth did not produce any conclusive leads. Our intent was that by obtaining his birth parent's names, we

Bertram Vandenberg
Robert Guerra

could then access police reports and not only uncover any documented instances of abuse, but also to determine any prior criminal history, if any, of his birth parents.

Some Final Facts:

- He attended Kee Elementary. His brother attended daycare during that time.
- He claims to have really enjoyed the big brother role for his Korean adoptive brothers and for Wesley.
- He was placed in two foster homes, neither was a positive experience.
- According to the Gladney House, Randy's adoption was handled by the Denton County Court, 16th Judicial District

A psychological study of Randy (even the most superficial and cursory one) would find a lot of important and no doubt critical information contained in his perceptions of his early life. A lot of damage was done, and he is far from being healed and whole even now.

A lot of his later behavior has roots in his early, unfulfilled, desires and needs and the roots must also extend into those places where instead of a void he received affirmatively evil treatment. Pain and fear do not provide the basis for a strong and holistically well-rounded young man. Sadly, for Randy, he got what he was given, and nothing more. He started the race a lap or two behind the rest of us.

Relevant Information

• Contact Person at the Gladney House

Pattye Hicks
Director – Post Adoption Department
817-922-6046
email: Pattye@Gladney.org

2300 Hemphill St.
Ft Worth 76110

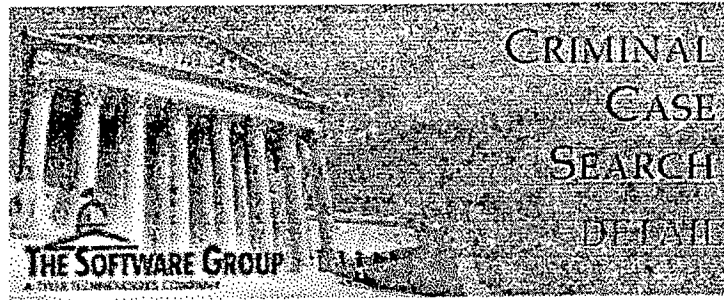
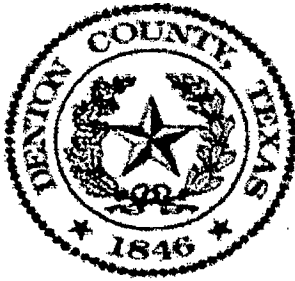
Bertram Vandenberg
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Attachments

- Medical Records procured from the Gladney House
- Receipt for Records Processing from the Gladney House
- A certified copy of Randy's birth certificate from McKinney, Texas

EXHIBIT

2



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In the 16th Judicial District Court
Denton County, Texas
Cause No. F-2000-0097-A

STATE OF TEXAS VS. ANNA MARIE LESTER

Defendant Lester, Anna Marie
P.O.Box 314
Argyle, Tx 76226
White Female 5' 3" 170 01/09/1959
DL# TX

Defense Attorneys Welch, Russell L (Bar # 21126500)

Case Information Filed on 02/03/2000
03/17/99-DRIVING WHILE INTOXICATED 3RD
OR MORE
3rd Degree Felony
Current Status: Disposed/Confinement

Capias Issued on 02/07/2000
Warrant Status: Closed Warrant

\$5,000.00 Bond Posted on 02/11/2000 by Cagle
Bail Bonds
Current Status of Bond: Sufficient as of
02/18/2000

Disposition Information 10/31/2000 - Guilty Plea / Confinement
Presiding Judge: NARSUTIS, JOHN
Confinement: Texas Dept Corrections - 5 Years
Assessed Due

Court
Costs \$314.50 \$314.50

Hearings

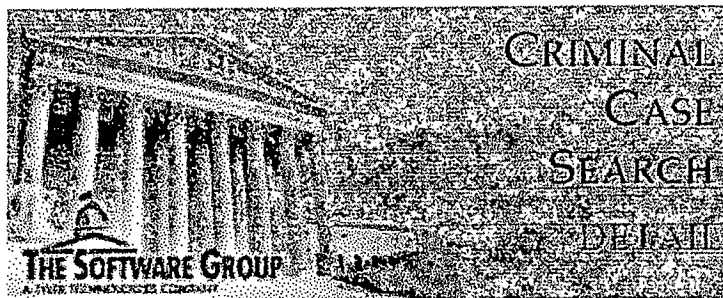
03/10/2000 Friday	8:30am	* ARRAIGNMENT *
03/31/2000 Friday	8:30am	* ARRAIGNMENT *
04/28/2000 Friday	8:30am	* ARRAIGNMENT *
05/12/2000 Friday	8:30am	* ARRAIGNMENT *
05/26/2000 Friday	8:30am	* ARRAIGNMENT *
06/23/2000 Friday	8:30am	* ARRAIGNMENT *
07/18/2000 Tuesday	8:00am	* ANNOUNCEMENT HEARING *
08/18/2000 Friday	8:30am	* DOCKET CALL *
08/28/2000 Monday	8:30am	* JURY TRIAL HEARING *
10/02/2000 Monday	8:30am	* JURY TRIAL HEARING *
11/06/2000 Monday	8:00am	* JURY TRIAL HEARING *
09/22/2000 Friday	8:30am	* DOCKET CALL *
10/27/2000 Friday	8:30am	* DOCKET CALL *
10/31/2000 Tuesday	8:00am	* PLEA HEARING *

**Events and
Orders of
the Court**

02/03/2000 FILE/DOCKET
5,000
02/03/2000 CONDITION OF BOND
02/07/2000 CAPIAS/PRECEPT
02/15/2000 RETURN CAPIAS/PRECEPT
05/30/2000 AFFIDAVIT
OF INCOME EXPENSE SHEET
06/26/2000 WAIVER OF RIGHTS AT ARRAIGN
07/10/2000 LETTER OF REPRESENTATION
RUSSELL L.WELCH
11/01/2000 COURT'S ADMONITION
11/01/2000 WAIVER OF JURY
11/01/2000 PLEA BARGAIN AGREEMENT

02/21/2002 NOTICE OF PAROLE ELIGIBILITY

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**In the County Criminal Court #3
Denton County, Texas
Cause No. CR-2000-00729-C**

STATE OF TEXAS VS. ANNA MARIE LESTER

Defendant Lester, Anna Marie
P.O.Box 314
Argyle, Tx 76226
White Female 5' 3" 170 01/09/1959
DL# TX

Defense Attorneys Welch, Russell L (Bar # 21126500)

Case Information Filed on 02/02/2000
03/17/99-DRIVING WHILE LIC SUSPENDED/\$R
Misdemeanor B
Current Status: Disposed/Confinement

\$200.00 Bond Posted on 08/14/1999 by Cagle Bail Bonds

Current Status of Bond: A as of 02/02/2000

Disposition Information 11/03/2000 - No Contest
Presiding Judge: GARCIA, DAVID D
Confinement: County Jail - 120 Days

	Assessed	Due
Fine	\$100.00	\$0.00
Court Costs	\$196.50	\$0.00
Attorney Fees	\$300.00	\$0.00

Hearings	02/28/2000 Monday	8:30am	* ARRAIGNMENT *
	03/20/2000 Monday	9:30am	* ANNOUNCEMENT HEARING *
	04/13/2000 Thursday	9:30am	* ANNOUNCEMENT HEARING *
	06/01/2000 Thursday	9:30am	* ANNOUNCEMENT HEARING *
	07/21/2000 Friday	8:25am	JURY TRIAL ANNOUNCEMENT
	07/27/2000 Thursday	1:30pm	* JURY TRIAL *
	09/21/2000 Thursday	10:00am	* PLEA HEARING *
	11/03/2000 Friday	8:20am	JURY TRIAL ANNOUNCEMENT
	11/07/2000 Tuesday	1:30pm	* JURY TRIAL *

Events and Orders of the Court	02/02/2000 STATE'S PLEA RECOMMENDATION
	02/02/2000 AFFIDAVIT FOR ARREST WARRANT
	02/02/2000 COMPLAINT AND INFORMATION
	02/08/2000 DOCKET NOTICE DEF. AND CAGLE BAIL BONDS 2-28- 00
	02/28/2000 REQUEST FOR APPOINTMENT OF COUNSEL RUSSELL WELCH
	02/29/2000 DOCKET NOTICE CAGLE BAIL BONDS 3-20-00.
	03/21/2000 DOCKET NOTICE CAGLE BAIL BONDS 4-13-00.
	04/13/2000 DOCKET NOTICE CAGLE BAIL BONDS; 6-1-2000
	06/06/2000 DOCKET NOTICE FOR 7/21/00, 7/27/00---DEF, ATTY, BOND
	07/21/2000 DOCKET NOTICE CAGLE BAIL BONDS 9-21-00.
	10/02/2000 DOCKET NOTICE DEF. RUSSELL WELCH AND CAGLE BAIL BONDS 11-3-00 AND 11-7-00.

11/03/2000 WAIVER OF IND/ARR/SERV/&
READING

11/03/2000 ADMONISHMENTS

11/03/2000 CERTIFICATE OF ATTORNEY
RUSSELL WELCH \$350.00

11/03/2000 CERTIFICATE OF COURT
\$350.00 TO RUSSELL WELCH.

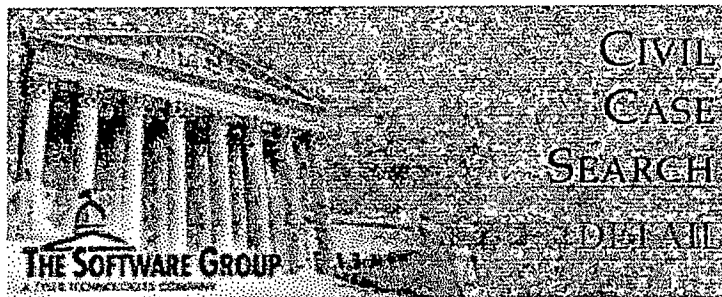
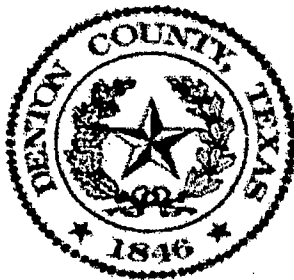
11/03/2000 ORDER OF SUSPENSION

12/19/2000 LAY OUT: JAIL TIME SERVED
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EXHIBIT

3



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**In the PROBATE COURT
Denton County, Texas
Cause No. GC-2000-01091**

**KEVIN GILBERT VS. ANNA MARIA LESTER
AKA ANNA MARIA EISENBRANDT AND BRUCE
ALLEN EISENBRANDT**

Filed on 09/15/2000

Case Type: Damage - Motor Vehicles - County
Clerk

Court Costs Paid: \$240.00 Due: \$0.00

Current Status: Disposed

**Disposition: 02/05/2001 - ORDER GRANTING
DISMISSAL**

Defendants

Defendant Attorneys

Lester, Anna Maria
- ROUTE 2, BOX
314 ARGYLE,
TEXAS 76266

Eisenbrandt, Bruce
Allen - ROUTE 2,
BOX 314 ARGYLE,
TEXAS 76266

Plaintiffs

Plaintiff Attorneys

Gilbert, Kevin

Dickman, Dale A - 13140 COIT RD STE
200, DALLAS, TX 75240

Disposition

Party Name

02/05/2001 -
ORDER
GRANTING
DISMISSAL

GILBERT, KEVIN

Judgment**Party Name**02/05/2001 -
Plaintiff

GILBERT, KEVIN

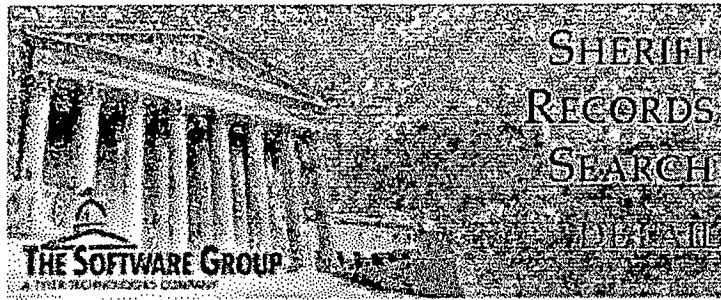
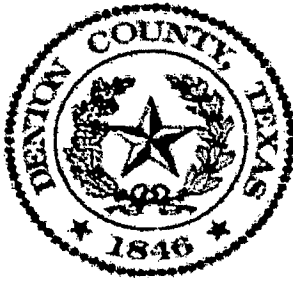
Events and Orders of the Court01/29/2001 PLAINTIFF'S MOTION
TO NON-SUIT AND PROPOSED ORDER09/15/2000 Citation Issued
BOTH DEFENDANTS - SERVICE BY
CONSTABLE PCT 4

09/15/2000 PLAINTIFF'S ORIGINAL PETITION

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EXHIBIT

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Denton County, Texas

Jail ID 249963

Denton County Sheriff

Confined 02/11/2000 05:15am

Released 02/11/2000 10:19am

Defendant Lester, Anna Marie

P.O.Box 314

Argyle, Tx 76226

White Female 5' 3" 170 01/09/1959

Hair Brown

Eyes Green

DL# TX

SO# 94732

Alias

Anna Marie Lester Eisenbrandt;
Willingham, Anna Marie; Willingham,
Anna Whitfield; Whitfield, Anna Marie;
Whitfield, Anna Hammons; Hammons,
Anna Marie

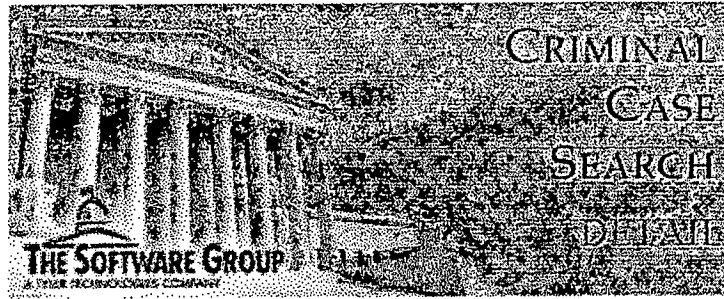
Cause	Charge	Disposition	Bond
F-2000-0097-A	DWI 3RD OR MORE	02/11/2000 - Held	\$5000.00

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EXHIBIT

5



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**In the 16th Judicial District Court
Denton County, Texas
Cause No. F-89-378-A**

STATE OF TEXAS VS. BOB WHITFIELD

Defendant	Whitfield, Bob 715 Gober St Denton, Texas 76201 White Male 5' 7" 140 07/27/1957 DL# TX-15022436		
Case Information	Filed on 04/13/1989 02/15/89-FORGERY GOVT FINANCIAL INSTRUMENT 2nd Degree Felony Current Status: Converted \$2,500.00 Bond Posted on 03/19/1989 by Across Country Bail Bonds Current Status of Bond: Surty as of		
Disposition Information	12/08/1989 - Deferred Adjudication Presiding Judge: NARSUTIS, JOHN		
		Assessed	Due
	Fine	\$300.00	\$0.00
	Court Costs	\$94.50	\$0.00
	Restitution	\$937.00	\$0.00
	Other Fees	\$1,680.00	\$0.00
Events and Orders of the Court	03/17/1989	DEFENDANT'S APPLICATION FOR DEFERRED ADJUDICATION	

04/13/1989

WAIVER OF SPEEDY
TRIAL ACT

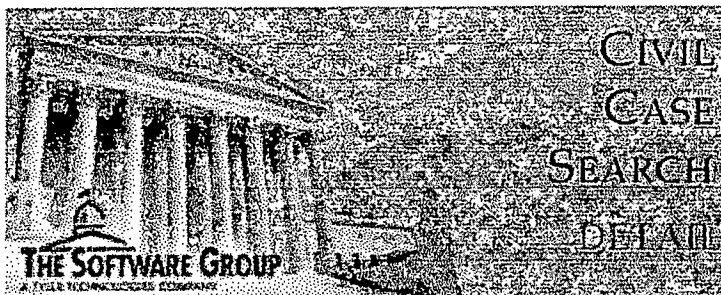
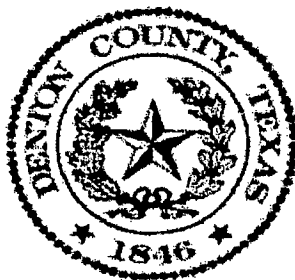
04/13/1989

WAIVER OF
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READING

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EXHIBIT

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In the 367th Judicial District Court**Denton County, Texas****Cause No. 91-50132-367****IN THE MATTER OF THE MARRIAGE OF
CHERYL LYNNE WHITFIELD AND BOB
RANDALL WHITFIELD**

Filed on 03/04/1991

Case Type: Divorce - District Clerk

Court Costs Paid: \$134.00 Due: \$0.00

Current Status: Disposed

Disposition: 05/15/1991 - FINAL-NON-JURY**Defendants**Whitfield, Bob
Randall**Defendant Attorneys****Plaintiffs**Whitfield, Cheryl
Lynne**Plaintiff Attorneys**Orsburn, Keith - 4234 I-35 NORTH
GREENWAY PLAZA, DENTON, TEXAS
76207-3408**Disposition**05/15/1991 -
FINAL-NON-JURY**Party Name**

WHITFIELD, CHERYL LYNNE

Judgment05/15/1991 -
Plaintiff**Party Name**

WHITFIELD, CHERYL LYNNE

Events and Orders of the Court

05/15/1991 CERTIFICATE OF LAST KNOWN ADDRESS

05/15/1991 CERTIFIED COPY

OF DECREE MAILED TO LAST KNOWN
ADDRESS OF RESPONDENT
(COPYüRETURNED "NOT AT THIS ADDRESS")

05/15/1991 REPORT OF DIVORCE OR ANNULMENT

05/07/1991 AMENDED

ORIGINAL PETITION FOR DIVORCE

03/05/1991 AFFIDAVIT

FOR CITATION BY POSTING

03/04/1991 PETITION

SUPPORTING AFFIDAVIT

03/04/1991 ORIGINAL PETITION FOR DIVORCE

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EXHIBIT

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The Untouched Key

By Alice Miller

Translated from the German by Hildegard and Hunter Hannum

[CIRP presents a small excerpt from *The Untouched Key* by Alice Miller. Alice Miller is a Swiss psychoanalyst. Her books include *The Drama of the Gifted Child: The Search for the True Self*, *Thou Shalt Not Be Aware: Society's Betrayal of the Child*, *Banished Knowledge: Facing Childhood Injuries*, and *For Your Own Good: Hidden Cruelty in Child-rearing and Roots of Violence*.]

APPENDIX

The Newly Recognized, Shattering Effects of Child Abuse

For some years now there has been proof that the devastating effects of the traumatization of children take their inevitable toll on society. This knowledge concerns every single one of us, and--if disseminated widely enough--should lead to fundamental changes in society, above all to a halt in the blind escalation of violence. The following points are intended to amplify my meaning:

1. All children are born to grow, to develop, to live, to love, and to articulate their needs and feelings for their self-protection.
2. For their development children need the respect and protection of adults who take them seriously, love them, and honestly help them to become oriented in the world.
3. When these vital needs are frustrated and children are instead abused for the sake of adults' needs by being exploited, beaten, punished, take advantage of, manipulated, neglected, or deceived without the intervention of any witness, then their integrity will be lastingly impaired.
4. The normal reactions to such injury should be anger and pain; since children in this hurtful kind of environment, however, are forbidden to express their anger and since it would be unbearable to experience their pain all alone, they are compelled to suppress their feelings, repress all memory of the trauma, and idealize those guilty of the abuse. Later they will have *no memory of what was done to them*.
5. Disassociated from the original cause, their feelings of anger, helplessness, despair, longing, anxiety, and pain will find expression in destructive acts against others (criminal behavior, mass murder) or against themselves (drug addiction, alcoholism, prostitution, psychic disorders, suicide).
6. If those people become parents, they will then often direct acts of revenge for their mistreatment in childhood against their own children, whom they use as scapegoats. Child abuse is still sanctioned--indeed, held in high regard--in our society as long as it is defined as child-rearing. It is a tragic fact that parents beat their children in order to escape from

emotions stemming from how they were treated by their own parents.

7. If mistreated children are not to become criminals or mentally ill, it is essential that *at least once in their life* they come in contact with a person who knows without any doubt that the environment, not the helpless battered child is at fault. In this regard, knowledge or ignorance on the part of society can be instrumental in either saving or destroying a life. Here lies the great opportunity for relatives, social workers, therapists, teachers, doctors, psychiatrists, officials, and nurses *to support the child and to believe her or him*.

8. Till now, society has protected the adult and blamed the victim. It has been abetted in its blindness by theories, still in keeping with the pedagogical principles of our great-grandparents, according to which children are viewed as crafty creatures, dominated by wicked drives, who invent stories and attack their innocent parents or desire them sexually. In reality, children tend to blame themselves for their parents' cruelty and to absolve the parents, whom they invariably love, of all responsibility.

9. For some years now, it has been possible to prove, thanks to the use of new therapeutic methods, that repressed traumatic experiences in childhood are stored up in the body and, although remaining unconscious, exert their influence even in adulthood. In addition, electronic testing of the fetus has revealed a fact previously unknown to most adults: *a child responds to and learns both tenderness and cruelty from the very beginning*.

10. In the light of this new knowledge, even the most absurd behavior reveals its formerly hidden logic once the traumatic experiences of childhood no longer must remain shrouded in darkness.

11. Our sensitization to the cruelty with which children are treated, until now commonly denied, and to the consequences of such treatment will as a matter of course bring to an end the perpetuation of violence from generation to generation.

12. People whose integrity has not been damaged in childhood, who were protected, respected, and treated with honesty by their parents, will be--both in their youth and adulthood--intelligent, responsive, empathetic, and highly sensitive. They will take pleasure in life and will not feel any need to hurt others or themselves. They will use their power to defend themselves but not to attack others. They will not be able to do otherwise than to respect and protect those weaker than themselves, including their children, because this is what they have learned from their own experience and because it is *this* knowledge (and not the experience of cruelty) that has been stored up inside them from the beginning. Such people will be incapable of understanding why earlier generations had to build up a gigantic war industry in order to feel at ease and safe in this world. Since it will not have to be their unconscious life-task to ward off intimidation experienced at a very early age, they will be able to deal with attempts at intimidation in their adult life more rationally and more creatively.

Cite as:

- Miller A. Appendix: The Newly Recognized, Shattering Effects of Child Abuse. In: *The Untouched Key: Tracing Childhood Trauma in Creativity and Destructiveness*. Anchor Books (Doubleday) New York, 1991. (Originally published as *Der gemiedene Schlüssel* by Suhrkamp)

EXHIBIT

8

Verlag am Main, 1988).

(File prepared 12 May 1999)

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Violence and Childhood:

How Persisting Fear Can Alter the Developing Child's Brain

A Special ChildTrauma Academy WebSite version of:
The Neurodevelopmental Impact of Violence in Childhood

Bruce D. Perry, M.D., Ph.D.

The ChildTrauma Academy
www.ChildTrauma.org

Web Version DRAFT

Perry, B.D. (2001b). The neurodevelopmental impact of violence in childhood. In Schetky D & Benedek, E. (Eds.) Textbook of child and adolescent forensic psychiatry. Washington, D.C.: American Psychiatric Press, Inc. (221-238)

Acknowledgments

The clinical and clinical research work related to this paper has been supported, in part, by the Child Protective Services Fund Board of Harris County, the Fondren Foundation, the Hogg Foundation for Mental Health and Maconda Brown O'Connor.

Introduction

Neurodevelopment and Adaptation to a Violent World

Cortical Modulation and the Use-dependent Development of the Brain

The Child's Response to Threat

The Hyperarousal Continuum: 'Fight or Flight' Responses

Neural Systems Regulating the Neurobiological Response to Threat

Reticular Activating System (RAS)

Locus Coeruleus

Hippocampus

Amygdala and Emotional Memory

Hypothalamic-Pituitary-Adrenal Axis (HPA)

The Dissociative Continuum

Neurobiology of dissociation

States become Traits: The Clinical Presentation of Children Exposed to Violence

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A. Use-dependent Learning: State Dependent Storage and Recall

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Introduction

We humans are the most complex and puzzling of living creatures. We can create, nurture, protect, educate and enrich. Yet we also degrade, humiliate, enslave, hate, destroy and kill. A man can tenderly hold his newborn and moments later beat the baby's mother. Violence permeates our history. In all societies and in each culture, past and present, violence has played a role in shaping our sociocultural evolution. While no society has been able to break free from violence, there is tremendous variation in the type and degree of violence across cultures and time. In some cultures, random street violence has been suppressed with oppressive institutional violence, in others, inter-familial violence is rare but intra-familial violence – violence to wives and children – is rampant.

Today, in the United States, despite remarkable advances in technology, social justice, and education, violence continues to be a permeating and pervasive element of American society. We are bathed in violent images. Violence fascinates and repulses us. Whether journalist, producer, politician or scholar, we consider,

comment on and analyze violence. We have academic conferences, Congressional hearings, special documentaries - we issue opinions, create task forces, start programs, blame guns, blame Hollywood, blame parents. Yet no simple solutions emerge. We continue to be shocked, enraged and confused by the horrors of violence in our homes, schools and streets.

How can we truly begin to understand the heterogeneity and complexity of the violence that surrounds us - random violence and institutionalized violence, the violence in behaviors, the violence in ideas, the violence in words? Can we ever understand the detached adolescent killing his classmates in school, mothers killing their infants, husbands killing wives, children and themselves? Can we understand random bombing of civilians in the name of God? Can we understand systematic or institutionalized rape, torture, slavery, and genocide?

Violence and its associated factors are complex and multidimensional. The present chapter will consider only one of many perspectives from which to examine violence: the impact of violence and fear on the development of the child. More specifically, violence-related neurodevelopmental changes and functional consequences of these alterations in the brain will be reviewed. This view is presented with the hope that some of devastating cost of violence to the individual child, family, community and society can be illustrated from a neurodevelopmental perspective.

Violence in Childhood: Scope of the Problem

Violence in the Home

Childhood is a dangerous time. For infants and children, survival is dependent upon adults, most typically, the nuclear family. It is in the family setting that the child is fed, clothed, sheltered, nurtured and educated. Unfortunately, it is in the familial incubator that children are most frequently manipulated, coerced, degraded, inoculated with destructive beliefs and exposed to violence.

The home is the most violent place in America (Straus, 1974). In 1995, the FBI reported that 27% of all violent crime involves family on family violence, 48% involved acquaintances with the violence often occurring in the home (National Incident-Based Reporting System, Uniform Crime Reporting Program, 1999). Children are often the witnesses to, or victims of, these violent crimes.

Violent crime statistics, however, grossly underestimate the prevalence of violence in the home. It is likely that less than 5% of all domestic violence results in a criminal report. Intra-familial abuse and domestic battery account for the majority of physical and emotional violence suffered by children in this country (see Koop et al., 1992; Horowitz et al., 1995; Carnegie Council on Adolescent Development, 1995). This violence takes many forms. The child may witness the assault of her mother by father or boyfriend. The child may be the direct victim of violence - physical or emotional - from father, mother or even older siblings. Straus and Gelles (1996) have estimated that over 29 million children commit an act of violence against a sibling each year. The child may become the direct victim of the adult male if he or she tries to intervene and protect mother or sibling. While these all cause physical violence, an additional destructive element of this intra-familial toxicity is emotional violence - humiliation, coercion, degradation, and threat of abandonment or physical assault.

Media Violence

In homes where no physical or emotional violence is present, children are still bathed in violent images; the average child spends more than three hours a day watching television. Television, videogames, music and film have become increasingly violent (Donnerstein et al., 1995). Huston and colleagues have estimated that the average 18 year old will have viewed 200,000 acts of violence on television (Huston, et al., 1992). Even with solid emotional, behavioral, cognitive and social anchors provided by a healthy home and community, this pervasive media violence increases aggression and antisocial behavior (Lewis et al., 1989; Myers et al., 1995; Mones, 1991; Hickey, 1991; Loeber et al., 1993; O'Keefe, 1995), contributes to a sense that the world is more dangerous than it is (Gerbner, 1992) and desensitizes children to future violence (Comstock and Paik, 1991). In children exposed to violence in the home, these media images of power and violence are major sources of 'cultural' values, reinforcing what they have seen modeled at home.

Community and School Violence

There has been a dramatic increase in juvenile violence over the last 10 years. From 1986 to 1996 there was a 60% increase with juveniles now accounting for 19% of all violent crime (Snyder, 1997). Much of this is youth on youth violence. The violence in communities witnessed by youth has become so pervasive in some communities that in some studies, over half of all children surveyed had witnessed some form of violence in the year prior to the survey (Taylor et al., 1992; Richters & Martinez, 1993; Horowitz et al., 1995). The most heinous violence in schools has been widely publicized with the series of school shootings from 1992 to 1999. Yet the more common forms of school violence are intimidation, threat and simple assault. For thousands of children, school is not safe. It has been estimated that more than 250,000 students are attacked in school each month (Garrity, et al., 1994). For too many, school is a place of fear, dominated by the potential for harm and a sense of pervasive threat.

Neurodevelopment and Adaptation to a Violent World

Millions of children are victims of, or witness to, violence in the home, community or school (see Perry, 1997; Chapters 21 and 22, this volume). While the majority of homes, communities and schools are safe, far too many children experience violence in one or more of these settings. For some children, a safe community and school may help buffer the impact of violence in the home. The highest-risk children, however, are safe nowhere; their home is chaotic and episodically abusive, their community is fragmented and plagued by gang violence and the schools are barely capable of providing structure and safety from intimidation and threat, let alone education. These children must learn and grow despite a pervasive sense of threat. These children must adapt to this atmosphere of fear. Persisting fear and the neurophysiological adaptations to this fear can alter the development of the child's brain, resulting in changes in physiological, emotional, behavioral, cognitive and social functioning. The core principles of neurodevelopment provide important clues about the mechanisms underlying the observed functional changes in children exposed to violence.

Cortical Modulation and the Use-dependent Development of the Brain

As the brain grows and organizes from the "inside-out" and the "bottom-up" the higher, more complex areas begin to control and modulate the more reactive, primitive functioning of the lower parts of the brain (see Figure 1). The person becomes less reactive, less impulsive, more 'thoughtful.' The brain's impulse-mediating capacity is related to the ratio between the excitatory activity of the lower, more-primitive portions of the brain (brainstem and diencephalon; see Figure 1) and the modulating activity of higher, sub-cortical and cortical areas. Any factors that increase the activity or reactivity of the brainstem (e.g., chronic traumatic stress) or decrease the moderating capacity of the limbic or cortical areas (e.g., neglect, brain

injury, mental retardation, Alzheimer's, alcohol intoxication) will increase an individual's aggression, impulsivity and capacity to be violent (see below).

A key neurodevelopmental factor determining this moderating capacity is the brain's amazing capacity to organize in a 'use-dependent' fashion. Meaning that the more any neural system is activated, the more it will change. The more a child practices piano, the more she will "build in" the motor-vestibular neural systems mediating this behavior, and, of course, the better she will become at playing piano. When an infant or toddler is spoken to as an infant and toddler, the neural systems responsible for speech and language will be "activated." Frequent and repetitive talking or singing will help the child's brain develop the capacity for language; the infant or toddler living in a setting where no one speaks or sings to them will develop language slower and may even have profound communication delays. During development, repetitive and patterned sensory experiences result in corresponding neural system organization and, thereby functioning (Courchesne et al., 1994). The brain develops functions and capacities that reflect the patterned repetitive experiences of childhood. This is true for a host of functions associated with violent behaviors.

The capacity to moderate frustration, impulsivity, aggression and violent behavior is age-related. With a set of sufficient motor, sensory, emotional, cognitive and social experiences during infancy and childhood, the mature brain develops - in a use-dependent fashion -- a mature, humane capacity to tolerate frustration, contain impulsivity and channel aggressive urges. A frustrated three year old (with a relatively unorganized cortex) will have a difficult time modulating the reactive, brainstem-mediated state of arousal and will scream, kick, bite, throw and hit. However, the older child when frustrated may feel like kicking, biting and spitting, but has 'built in' the capacity to modulate and inhibit those urges. All theoretical frameworks in developmental psychology describe this sequential development of ego-functions and super-ego which are, simply, cortically-mediated, inhibitory capabilities which modulate the more primitive, less mature, reactive impulses of the human brain. Loss of cortical function through any variety of pathological process (e.g., stroke, dementia) results in 'regression' -- simply, a loss of cortical modulation of arousal, impulsivity, motor hyperactivity, and aggressivity -- all mediated by lower portions of the central nervous system (brainstem, midbrain). Conversely, any deprivation of optimal developmental experiences which leads to underdevelopment of cortical, sub-cortical and limbic areas will necessarily result in persistence of primitive, immature behavioral reactivity and, predispose to violent behavior.

A growing body of evidence suggests that exposure to violence or trauma alters the developing brain by altering normal neurodevelopmental processes. Trauma influences the pattern, intensity and nature of sensory perceptual and affective experience of events during childhood (see Perry, 1994; Perry et al., 1995; Perry, 1997; Perry, 1999). Threat activates the brain's stress-response neurobiology. This activation, in turn, can affect the development of the brain by altering neurogenesis, migration, synaptogenesis, and neurochemical differentiation (Lauder, 1988; McAllister et al., 1999). Indeed, the developing brain is exquisitely sensitive to stress. For example, rats exposed to perinatal handling stress show major alterations in their stress response later in life (Plotsky and Meaney, 1993; Vaid et al., 1997; Valee et al., 1997). These animal models suggest that early exposure to consistent, moderate stress can result in resilience, while exposure to unpredictable or chronic stress results in functional deficits and vulnerability to future stressors.

The human brain develops and, once developed, changes in a 'use-dependent' fashion (for review see Perry et al., 1995; Perry & Pollard, 1998; Perry, 1999). Neural systems that are activated in a repetitive fashion can change in permanent ways, altering synaptic number and micro-architecture, dendritic density, and the expression of a host of important structural and functional cellular constituents such as enzymes or neurotransmitter receptors (Brown, 1994; Courchesne et al., 1994; McAllister et al., 1999). The more any neural system is activated, the more it will modify and 'build' in the functional capacities associated with that activation. The more someone practices the piano, the more the motor-vestibular neural systems involved in that behavior become 'engrained.' The more someone is exposed to a second language, the more the

neurobiological networks allowing that language to be perceived and spoken will modify. And the more threat-related neural systems are activated during development, the more they will become 'built in.'

In summary, then, exposure to violence activates a set of threat-responses in the child's developing brain; in turn, excess activation of the neural systems involved in the threat responses can alter the developing brain; finally, these alterations may manifest as functional changes in emotional, behavioral and cognitive functioning. The roots of violence-related problems, therefore, can be found in the adaptive responses to threat present during the violent experiences. The specific changes in neurodevelopment and function will depend upon the child's response to the threat, the specific nature of the violent experience(s) and a host of factors associated with the child, their family and community (see Perry & Azad, 1999).

The Child's Response to Threat

When the child perceives threat (e.g., anticipating an assault on self or loved one), their brain will orchestrate a total-body mobilization to adapt to the challenge. Their emotional, behavioral, cognitive, social and physiological functioning will change. These responses to threat are heterogeneous and graded. The degree and nature of a specific response will vary from individual to individual in any single event and across events for any given individual. In animals and in humans, two primary but interactive response patterns, hyperarousal and dissociative, have been described (Perry et al., 1995; Perry, 1999). Most individuals use various combinations of these two distinct response patterns during any given traumatic event. The predominant response patterns and combinations of these primary 'styles' appear to shift from dissociative (common in babies and young children) to hyperarousal during development.

The Hyperarousal Continuum: 'Fight or Flight' Responses

Neural Systems Regulating the Neurobiological Response to Threat

Reticular Activating System (RAS): The initial phase of the hyperarousal continuum is an alarm reaction that begins to activate the central and peripheral nervous system. A network of ascending arousal-related neural systems in the brain consisting of locus coeruleus noradrenergic neurons, dorsal raphe serotonin neurons, cholinergic neurons from the lateral dorsal tegmentum, mesolimbic and mesocortical dopaminergic neurons, among others, form the reticular activating system (RAS). Much of the original research on arousal, fear, response to stress and threat was carried out using various lesion models of the RAS (Moore & Bloom, 1979). The RAS is an important, multi-system network involved in arousal, anxiety and modulation of limbic and cortical processing (Munk, et al., 1996). These key brainstem and midbrain monoamine systems, working together, provide the flexible and diverse functions necessary to modulate the variety of functions related to anxiety regulation.

Locus Coeruleus: A key component of the RAS network is the locus coeruleus (Murberg et al., 1990; Aston-Jones et al., 1996). This bilateral nuclei of norepinephrine-containing neurons originates in the pons and sends diverse axonal projections to virtually all major brain regions, enabling its function as a general regulator of noradrenergic tone and activity (see Aston-Jones et al., 1996). The LC plays a major role in determining the 'valence' or value of incoming sensory information, increasing in activity if the information is novel or potentially threatening (Abercrombie & Jacobs. 1987b; Abercrombie & Jacobs. 1987b). The ventral tegmental nucleus (VTN) also plays a part in regulating the sympathetic nuclei in the pons/medulla (Moore & Bloom. 1979). Acute stress results in an increase in LC and VTN activity and release of norepinephrine that influences the brain and the rest of the body. These brainstem catecholamine systems (LC and VTN) projecting to all key areas of the brain, then, play a critical role in regulating arousal,

vigilance, affect, behavioral irritability, locomotion, attention, the response to stress, sleep and the startle response.

Activity of the LC mirrors the degree of arousal (i.e., sleep, calm-alert, alarm-vigilant, fear and terror) related to stress or distress in the environment (internal and external). Fear increases LC and VTN activity, increasing the release of norepinephrine in all of the LC and VTN terminal fields throughout the brain. The LC tunes out non-critical information and mediates hypervigilance. This nucleus orchestrates the complex interactive process that includes activation of autonomic nervous system tone, the immune system, the hypothalamic-pituitary-adrenal (HPA) axis with resulting release in adrenocorticotropin and cortisol. The sympathetic nervous system activation can be regulated by the LC, resulting in changes in heart rate, blood pressure, respiratory rate, glucose mobilization and muscle tone. All of these actions prepare the body for defense - to fight with or run away from the potential threat.

Hippocampus: Another key system linked with the RAS and playing a central role in the fear response is the hippocampus, located at the interface between the cortex and the lower diencephalic areas. It plays a major role in memory and learning. In addition it plays a key role in various activities of the autonomic nervous and neuroendocrine systems. Stress hormones and stress-related neurotransmitter systems (i.e., those from the locus coeruleus and other key brainstem nuclei) have the hippocampus as a target. In animal models, various hormones (e.g., cortisol) appear to alter hippocampus synapse formation and dendritic structure, thereby causing actual changes in gross structure and hippocampal volume as defined using various brain imaging techniques (see McEwen, 1999 for review). Repeated stress appears to inhibit the development of neurons in the dentate gyrus (part of the hippocampus) and atrophy of dendrites in the CA3 region of the hippocampus (Sapolsky & Plotsky, 1990; Sapolsky et al., 1990). These neurobiological changes are likely related to some of the observed functional problems with memory and learning that accompany stress-related neuropsychiatric syndromes, including post-traumatic stress disorder (PTSD: see Perry & Azad, 1999).

Amygdala and Emotional Memory: In the recent past, the amygdala has emerged as the key brain region in the processing, interpreting and integration of emotional functioning (Davis, 1992b). In the same fashion that the LC plays the central role in orchestrating arousal, the amygdala plays the central role in the CNS in processing afferent and efferent connections related to emotional functioning (Sapolsky, et al., 1984; Phillips & LeDoux, 1992). The amygdala receives input directly from sensory thalamus, hippocampus (via multiple projections), entorhinal cortex, sensory association areas of cortex, polymodal sensory association areas of cortex, and from various midbrain and brainstem arousal systems via the RAS (Selden et al., 1991). The amygdala processes and determines the emotional 'value' of simple sensory input, complex multisensory perceptions and complex cognitive abstractions, even responding specifically to complex, socially relevant stimuli. In turn, the amygdala orchestrates the response to this emotional information by sending projections to brain areas involved in motor (behavioral), autonomic nervous system and neuroendocrine area of the CNS (Davis, 1992a; Davis, 1992a; LeDoux et al, 1988a). In a series of landmark studies, LeDoux and colleagues have demonstrated the key role of amygdala in 'emotional' memory (LeDoux et al., 1990; LeDoux et al, 1989). In the response to threat, therefore, the amygdala and its related neural systems will have alterations in activity relative to the non-threat state.

Hypothalamic-Pituitary-Adrenal Axis (HPA): As with central neurobiological systems, stress, threat and fear influence HPA regulation. Abnormalities of the HPA axis have been noted in adults with PTSD (Murberg et al., 1990). Chronic activation of the HPA system in response to stress has negative consequences. The 'homeostatic' state associated with chronic HPA activation wears the body out (Sapolsky & Plotsky, 1990; Sapolsky et al., 1990). Hippocampal damage, impaired glucose utilization and vulnerability to metabolic insults may all result from chronic stress (see McEwen, 1999 for review).

The Dissociative Continuum

Infants and young children are not capable of effectively fighting or fleeing. In the initial stages of distress an infant will manifest a precursor form of a hyperarousal response. In these early alarm stages, the infant will use his limited behavioral repertoire to attract the attention of a caregiver. These behaviors include changes in facial expression, body movements and, most important, vocalization, i.e., crying. This is a successful adaptive strategy if the caretaker comes to feed, warm, and sooth, fight for, or flee with, the infant.

Unfortunately, for many infants and children these strategies are not effective. In the absence of an appropriate caregiver reaction to the initial alarm outcry, the child will abandon the early alarm response. The converse of use-dependent development occurs – disuse related extinction of a behavior. This defeat response is well characterized in animal models of stress reactivity and ‘learned helplessness’ (Miczek et al., 1990). This defeat reaction is a common element of the presenting emotional and behavioral phenomenology of many neglected and abused children (Spitz, 1945; George & Main, 1979; Carlson et al., 1994; Chisholm et al., 1995). Indeed, adults, professional or not, often puzzle over the emotional non-reactivity, passivity, ‘compliance’ and hypalgesia of many abused children.

In the face of persisting threat, the infant or young child will activate other neurophysiological and functional responses. This involves activation of dissociative adaptations. Dissociation is a broad descriptive term that includes a variety of mental mechanism involved in disengaging from the external world and attending to stimuli in the internal world. This can involve distraction, avoidance, numbing, daydreaming, fugue, fantasy, derealization, depersonalization and, in the extreme, fainting or catatonia. In our experiences with young children and infants, the predominant adaptive responses during the trauma are dissociative.

Children exposed to chronic violence may report a variety of dissociative experiences. Children describe going to a ‘different place’, assuming the persona of superheroes or animals, a sense of ‘watching a movie that I was in’ or ‘just floating’ - classic depersonalization and derealization responses. Observers will report these children as numb, robotic, non-reactive, “day dreaming”, “acting like he was not there”, staring off in a glazed look. Younger children are more likely to use dissociative adaptations. Immobilization, inescapability or pain will increase the dissociative components of the stress response patterns at any age.

Neurobiology of dissociation

In animals, the ‘defeat’ response is mediated by different neurobiological mechanism than the ‘fight or flight’ response. What little is known about the neurobiology and phenomenology of dissociative-like conditions appears to most approximate the ‘defeat’ reaction described in animals (Blanchard et al, 1993; Henry et al., 1986; Miczek et al., 1990). As with the hyperarousal response, there is brainstem mediated CNS activation that results in increases in circulating epinephrine and associated stress steroids. A major difference in the CNS, however, is that vagal tone increases dramatically, decreasing blood pressure and heart rate (occasionally resulting in fainting) despite increases in circulating epinephrine.

Dopaminergic systems, primarily mesolimbic and mesocortical, play an important role in defeat reaction models in animals. These dopaminergic systems are intimately involved in the ‘reward’ systems, affect modulation (e.g., cocaine-induced euphoria) and, in some cases, are co-localized with endogenous opioids mediating pain or other sensory processing. The opioid systems are clearly involved in altering perception of painful stimuli, sense of time, place and ‘reality’. Opioids appear to be major mediators of the ‘defeat’ reaction’s dissociative behaviors (e.g., Abercrombie & Jacobs, 1988). Indeed, most opiate agonists can

induce dissociative responses in humans.

The capacity to dissociate in the midst of terror appears to be a differentially available adaptive response - some people dissociate early in the arousal continuum, some only in a state of complete terror (see Table 1). The determinants of individual differences in the specific stress response to threat have yet to be well characterized. In its most common form, however, the child and adult response to trauma is an admixture of these two primary adaptive patterns, arousal and dissociation.

States become Traits: The Clinical Presentation of Children Exposed to Violence

A current working hypothesis regarding the effects of traumatic events on the neurobiology of the developing child posits that the specific symptoms a child develops will be related to the intensity and duration of the adaptive style (or combination of adaptive responses) present during the threat. If the neurobiology of the specific response (hyperarousal or dissociation) is activated long enough, there will be molecular, structural and functional changes in those systems (Perry, 1994; Perry et al., 1995; Perry, 1997; Perry & Pollard, 1998). Any factors that prolong the original threat response will increase the likelihood of long-term symptoms, while any factors that decrease the threat response will decrease risk for long-term problems.

If a child dissociates in response to a severe trauma and stays in that dissociative state for a sufficient period of time, she will alter the homeostasis of the systems mediating the dissociative response (i.e., opioid, dopaminergic, HPA axis). A sensitized neurobiology of dissociation will result and she may develop prominent dissociative-related symptoms (e.g., withdrawal, somatic complaints, dissociation, anxiety, helplessness, dependence) and related disorders (e.g., dissociative disorders, somatoform disorder, anxiety disorders, major depression).

If the child exposed to violence uses a predominately hyperarousal response, the altered homeostasis will be in different neurochemical systems (i.e., adrenergic, noradrenergic, HPA axis). This child will be vulnerable to developing persisting hyperarousal related symptoms and related disorders (e.g., PTSD, ADHD, conduct disorder). These children are characterized by persisting physiological hyperarousal and hyperactivity (Perry, 1995a; Perry, et al., 1995). They are observed to have increased muscle tone, frequently a low grade increase in temperature, an increased startle response, profound sleep disturbances, affect regulation problems and generalized (or specific) anxiety (Kaufman, 1991; Ornitz et al., 1989; Perry, 1994a). In addition, our studies indicate that a significant portion of these children have abnormalities in cardiovascular regulation (Perry, 1994; Perry et al., 1995b; see Figure 2).

The specific symptoms a child develops following exposure to violence, then, can vary depending upon the nature, frequency, pattern and intensity of the violence, the adaptive style of the child and the presence of attenuating factors such as a stable, safe and supportive home. Within this heterogeneity, however, certain trends emerge. Observations from clinical work suggest that there are marked gender differences in the response to violence (Perry et al., 1995b; Perry et al., 1995). Females are more likely to dissociate and males more likely to display a classic "fight or flight" response. As a result, more males will develop the aggressive, impulsive, reactive and hyperactive symptom presentation (more externalizing), while females will be more anxious, dissociative and dysphoric (more internalizing).

Children raised with persisting violence are much more likely to be violent (e.g., Loeber et al., 1993; Lewis et al., 1989; Koop et al., 1992; Hickey, 1991; Halperin et al., 1995). This can be explained, in part, by the persistence of this "fight or flight" state -- and by the profound cognitive distortions that can accompany a

persisting state of fear. A young man with these characteristics may misinterpret a behavior as threatening and will, being more reactive, respond in a more impulsive and violent fashion. Literally, using the original (childhood) adaptive "fight or flight" response in a new context but, now, later in life, in a maladaptive fashion.

Altered Neurobiology in Children Exposed to Violence

Few studies have examined the neurobiological impact of trauma and violence in children. Several studies have utilized brain-regulated peripheral measures including psychophysiology (e.g., startle, heart rate regulation) or peripheral measures related to catecholamine or neuroendocrine functioning. In all of these studies, the findings have suggested a dysregulated, sensitized stress-response neurobiology in children and adolescents following exposure to trauma or violence (for review see Perry & Pollard, 1998; Perry & Azad, 1999). These findings are consistent with the hypothesis that the original adaptive neurophysiological states associated with the response to threat become, over time, in a use-dependent fashion, traits (Perry et al., 1995).

In one of the first studies to examine brain-related physiological responses in traumatized children, Ornitz and Pynoos (1989) demonstrated increased startle response, a finding suggesting sensitized brainstem and midbrain catecholamines (Davis, 1992). Similar altered brainstem catecholamine and neuroendocrine functioning was suggested by a pilot study in sexual abused girls. Following abuse girls exhibited greater total catecholamine synthesis as measured by the sum of the urinary concentration of epinephrine, norepinephrine and dopamine when compared with matched controls (DeBellis et al., 1994a; 1994b). In our laboratory, altered platelet alpha-2 adrenergic receptor number and cardiovascular functioning was demonstrated in children exposed to traumatic violence, suggesting chronic and abnormal activation of the sympathetic nervous system (Perry, 1994; Perry et al., 1995b). In our clinic populations, evidence of brain-mediated alterations of cardiovascular functioning have been demonstrated in various ways (Figures 1 and 2). In both the acute and chronic post-traumatic period, resting heart rate is different from comparison populations. In other studies, clonidine, an alpha2 adrenergic receptor partial agonist has been demonstrated to be an effective pharmacotherapeutic agent (Perry, 1994), further suggesting altered LC functioning in children exposed to violence.

Little research on the neurobiology of dissociation in children exists. In our preliminary studies, traumatized children with dissociative symptoms demonstrated lower heart rates than comparison-traumatized children with hyperarousal symptoms. Using continuous heart rate monitoring during clinical interviews, male, pre-adolescent children exposed to violence exhibited a mild tachycardia during non-intrusive interview and a marked tachycardia during interviews about specific exposure to trauma ($n = 83$; resting heart rate = 104; interview heart rate = 122). In comparison, females exposed to traumatic events tended to have normal or mild tachycardia that, during interviews about the traumatic event decreased ($n = 24$; resting heart rate = 98; interview heart rate = 82). This gender difference was associated by differences in emotional and behavioral symptoms, with males exhibiting more 'externalizing' and females more 'internalizing' symptoms (Perry, et al., 1995b; see Figure 3). In a recent case series with ten children suffering from severe dissociative symptoms (e.g., fainting, catatonia, bradycardia) naltrexone, an opioid antagonist, improved dissociative symptoms (Perry et al., in preparation). The hypothesized therapeutic site of action is the opioid receptors regulating LC activity (Abercrombie and Jacobs, 1998).

These indirect studies all support the hypotheses of use-dependent alterations in the key neural systems of the brain related to the stress-response following exposure to violence in childhood. More recently, using newer methods allowing more direct examination of the brain supports the notion that prolonged threat

alters the developing brain. Preliminary studies by Teicher and colleagues have demonstrated altered EEG findings in a sample of abused children suggest hippocampal/limbic and cortical abnormalities (Ito et al., 1993; Teicher et al., 1997). DeBellis in a series of landmark studies (1999a; 1999b) demonstrated altered cortical development in children with PTSD. In 44 PTSD subjects (1999a), the intracranial and cerebral volumes were smaller than matched controls. These differences were related to the severity and onset of symptoms.

Clearly more research is indicated, however, all studies to date suggest that exposure to violence in childhood alters brain development and that the abnormalities are more prominent if the traumatic exposure is early in life, severe and chronic.

Clinical Implications

There are profound clinical implications of the persisting fear states in children. These children will have impaired capacities to benefit from social, emotional and cognitive experiences. This is explained by three key principles of brain functioning: 1) the brain changes in response to experience in a 'use-dependent' fashion; 2) the brain internalizes and stores information from any experience in a 'state-dependent' fashion and 3) the brain retrieves stored information in a state-dependent fashion.

Use-dependent Learning: State Dependent Storage and Recall

As described above, the brain changes in a use-dependent fashion. All parts of the brain can modify their functioning in response to specific patterns of activation. These use-dependent changes in the brain result in changes in cognition (this, of course, is the basis for cognitive learning), emotional functioning (social learning), motor-vestibular functioning (e.g., the ability to write, type, ride a bike) and state-regulation capacity (e.g., resting heart rate). No part of the brain can change without being activated -- you can't teach someone French while they are asleep or teach a child to ride a bike by talking with him.

One of the most important elements of understanding children exposed to violence is that all humans process, store, retrieve and respond to the world in a state-dependent fashion (see Table 1). When a child is in a persisting state of low-level fear that results from exposure to violence, the primary areas of the brain that are processing information are different from those in a child from a safe environment. The calm child may sit in the same classroom next to the child in an alarm state, both hearing the same lecture by the teacher. Even if they have identical IQs, the child that is calm can focus on the words of the teacher and, using neocortex, engage in abstract cognition. The child in an alarm state will be less efficient at processing and storing the verbal information the teacher is providing. This child's cognition will be dominated by sub-cortical and limbic areas, focusing on non-verbal information - the teacher's facial expressions, hand gestures, when she seems distracted. And, because the brain internalizes (i.e., learns) in a 'use-dependent' fashion, this child will have more selective development of non-verbal cognitive capacities. The children raised in the vortex of violence have learned that non-verbal information is more important than verbal.

This means that hypervigilant children from chronic violence settings frequently develop remarkable non-verbal skills in proportion to their verbal skills (street smarts). Indeed, often they over-read (misinterpret) non-verbal cues; eye contact means threat, a friendly touch is interpreted as an antecedent to seduction and rape, accurate in the world they came from but now, hopefully, out of context. During development, these children spent so much time in a low-level state of fear (mediated by brainstem and midbrain areas) that they were focusing consistently on non-verbal cues. In our clinic population, children raised in chronically traumatic environments demonstrate a prominent V-P split on IQ testing (n = 108; WISC Verbal = 8.2;

WISC Performance = 10.4, Perry, in preparation). In a separate study of 400 children removed from their parents by child protective services, IQ testing demonstrated that only 2 % of the children had a significant Verbal>Performance split (V score 12 points greater than P score) while 39 % demonstrated a significant P>V split (P score 12 points greater than V score) (Perry et al. in preparation).

This is consistent with the observations of teachers that many of the maltreated or traumatized children they work with are often judged to be bright but can't learn easily. Often these children are labeled as learning disabled. These difficulties with cognitive organization contribute to a more primitive, less mature style of problem solving - with aggression often being employed as a "tool".

This principle is critically important in understanding why a traumatized child - in a persisting state of arousal - can sit in a classroom and not learn. The brain of this child has different parts of the brain 'controlling' his functioning than a child that is calm. The capacity to internalize new verbal cognitive information depends upon having portions of the frontal and related cortical areas being activated. This, in turn, requires a state of attentive calm. A state the traumatized child rarely achieves.

Children in a state of fear retrieve information from the world differently than children that feel calm (see Table 1). As a child moves along the continuum of arousal (see Table 1), the part of the brain that is 'orchestrating' functioning shifts. An important reflection of this is how the sense of time is altered in alarm states. Sense of future is foreshortened; the critical time period for the individual shrinks. The threatened child is not thinking (nor should she think) about months from now. This has profound implications for understanding the cognition of the traumatized child. Immediate reward is most reinforcing. Delayed gratification is impossible. Consequences of behavior become almost inconceivable to the threatened child. Reflection on behavior -including violent behavior - is impossible for the child in an alarm state. Cut adrift from internal regulating capabilities of the cortex, the brainstem acts reflexively, impulsively, and aggressively to any perceived threat. Eye contact for too long becomes a life-threatening signal. Wearing the wrong colors - a hand gesture - cues that to the calm adult reading about another 'senseless' murder in the paper are insignificant but to the hypervigilant, armed adolescent born and raised in the vortex of violence, enough to trigger a 'kill or be killed' response.

The Future: Impediments to Problem-Solving and Prevention

There are many important and effective treatment approaches to the child traumatized by violence. Yet even with optimal clinical 'techniques', treatment of maltreated children would overwhelm the entire mental health and child welfare community in this country. Today the number of children that would benefit from intervention far outstrips the meager resources our society has dedicated to children exposed to violence. Even as we develop more effective and accessible intervention models, we must focus on prevention.

A society functions as a reflection of its childrearing practices. If children are ignored, poorly educated and not protected from violence they will grow into adults that create a reactive, non-creative and violent society. In a brilliant analysis of this very process, Hellie (1996) describes a dark age in Russia (1600 to 1700) characterized by excessive brutality, violence and pervasive fear that for generations inhibited creativity, abstraction, literacy and the other elements of humanity. All societies reap what they have sown.

Today, in the United States, despite the well-documented adverse effects of domestic, community, school and media violence, we continue to seek short-term and simplistic answers. In order to minimize the many destructive pathways that come from violence in childhood, we need to dedicate resources of time, energy and money to these complex problems. And we need to help provide the resource-predictable, safe and

resource rich environments our problem-solvers require. Too often the academic, public and non-for-profit systems asked to address these problems are resource-depleted yet have a mandate to "do something." Unfortunately, the solutions that arise from this reactive approach to complex problems are very limited and, typically, short-sighted (see Table 2).

Our problem-solvers must understand the indelible relationship between early life experiences and cognitive, social, emotional, and physical health. Providing enriching cognitive, emotional, social and physical experiences in childhood could transform our culture. But before our society can choose to provide these experiences, it must be educated about what we now know about child development. Education of the public must be coupled with the continuing research into the impact of positive and negative experiences on the development of children. All of this must be paired with the implementation and testing of programs that can enrich the lives of children and families and programs to provide early identification of, and proactive intervention for, at-risk children and families.

The problems related to violence are complex and they have complex impact on our society. Yet there are solutions to these problems. The choice to find solutions is up to us. If we choose, we have some control of our future. If we, as a society, continue to ignore the laws of biology, and the inevitable neurodevelopmental consequences of chronic exposure to violence in childhood, our potential as a humane society will remain unrealized. The future will hold sociocultural devolution - the inevitable consequence of the competition for limited resources and the implementation of reactive, one-dimensional and short-term solutions. This need not be. Parents, caregivers, professionals, public officials and policy makers do have the capacity to make decisions that will increase or decrease violence in our children's lives. Hopefully, an appreciation of the devastating impact of violence on the developing child will help all of us make the good decisions and difficult choices that will create a safer, more predictable and enriching world for children.

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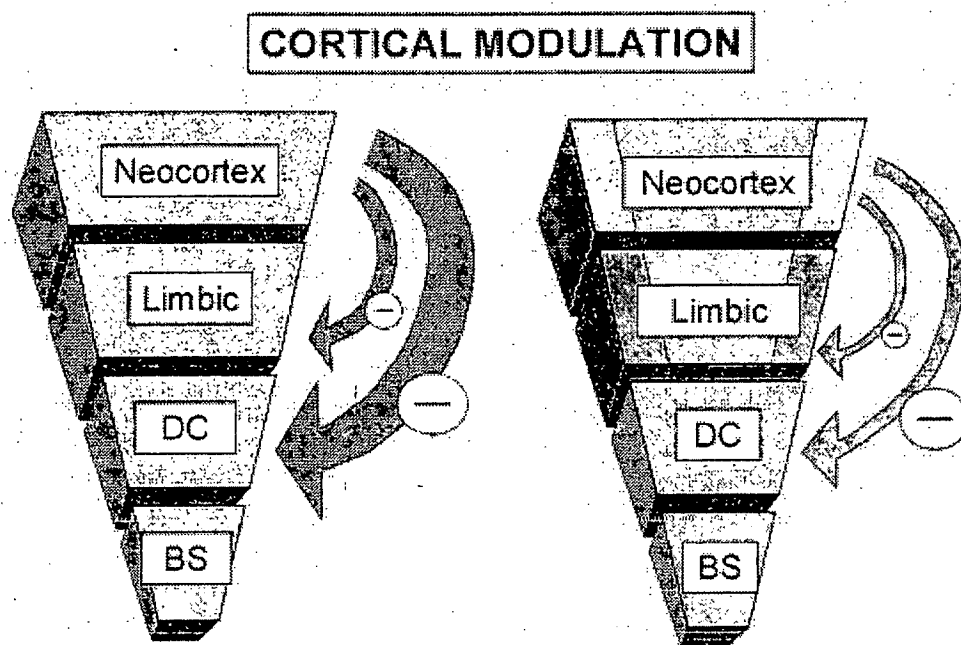


Figure 1. Cortical Modulation: As the brain develops in this sequential and hierarchical fashion, and the more complex limbic, sub-cortical and cortical areas organize, they begin to modulate, moderate and 'control' the more primitive and 'reactive' lower portions of the brain(DC: diencephalon; BS: brainstem). These various brain areas develop, organize and become fully functional at different times during childhood. At birth, for example, the brainstem areas responsible for regulating cardiovascular and respiratory function must be intact while the cortical areas responsible for abstract cognition have years before they will be fully functional.

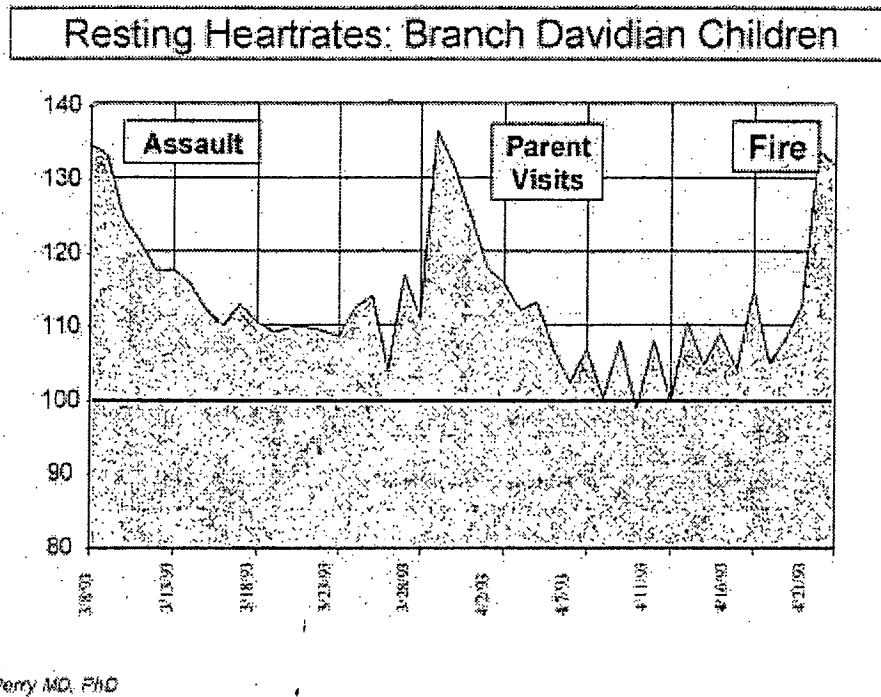


Figure 2. Hyperarousal symptoms following a life-threatening event: In the three days following the ATF assault on the Branch Davidian's Ranch Apocalypse compound, twenty one children were released. Each of these children were in harm's way during the assault. Following release, a clinical team led by ChildTrauma Program personnel lived and worked with these children for the next six weeks. These children had various PTSD-related symptoms. Re-enactment behaviors and cue-specific increases in anxiety were observed in the presence of cues associated with the assault, including white vans and a helicopter. The physiological hyperarousal was illustrated by the profound increases in resting heart rate observed in all of the children throughout the six weeks of the standoff. Five days after the original raid, the group average resting heart rate was 134 (the group average should have been approximately 80). In the middle of the stand off, many of these children visited with a parent released from the compound. These visits resulted in dramatic changes in the children's behavior (e.g., return of bed-wetting, hiding under beds, aggressive behavior) and in their resting heart rates, indicating that these visits were, in some regard, distressing to the children. During these visits, the children were reminded by their parent that they were 'in the hands of the Babylonians', inducing fear and confusion. When these visits stopped, the children improved. When the children were told about the fire, as one would expect, their distress increased dramatically. It should be noted that the normal resting heart rate for a group of comparison children is approximately 90 beats per minute -- the Davidian children for the entire period of the stand off and beyond never had resting heart rates below 100.

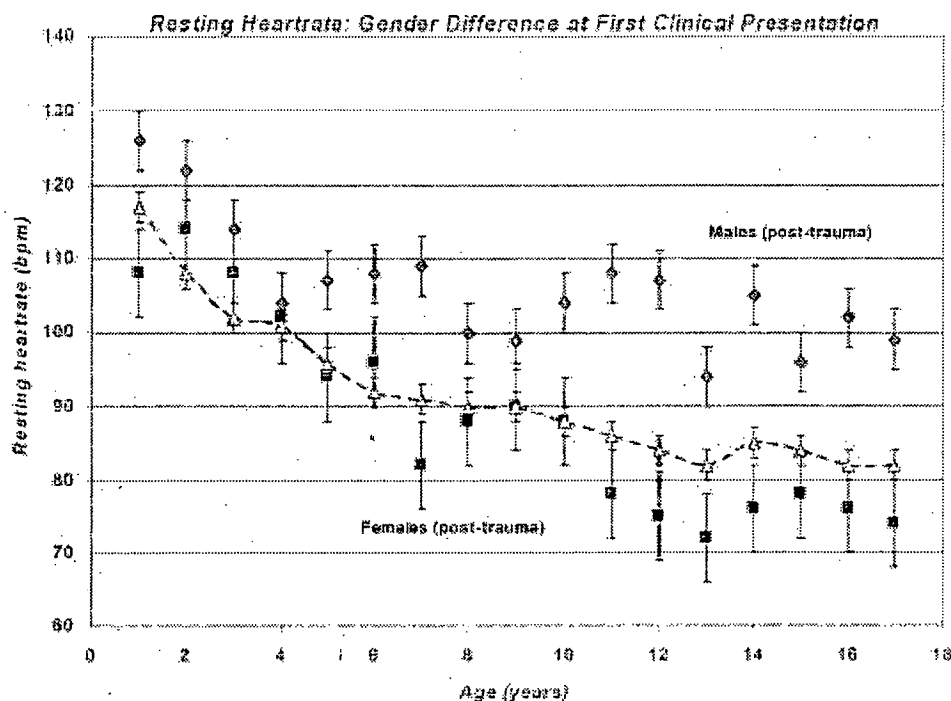


Figure 3. Resting heart rate in traumatized children. Over a five year period, each child referred to the ChildTrauma Clinic specializing in working with traumatized or maltreated children had a resting heart rate taken at first presentation. These resting rates were plotted by age and gender (total $n=526$; traumatized males are the grey diamonds \pm SEM, $n=320$; traumatized females are the black squares \pm SEM, $n=206$). The yellow diamonds are values from normal pediatric population norms in which there are no observed gender differences. In young children, there do not appear to be any gender differences; by age five, however, gender differences emerge with males having higher resting heart rate (consistent with persisting hyperarousal) and females having somewhat lower resting heart rate (consistent with persisting dissociative adaptations). These resting rates are pre-treatment.

Sense of Time	Extended Future	Days Hours	Hours Minutes	Minutes Seconds	No Sense Of Time
Arousal Continuum	REST	VIGILANCE	RESISTANCE Crying	DEFIANCE Tantrums	AGGRESSIVE
Dissociative Continuum	REST	AVOIDANCE	COMPLIANCE Robotic	DISSOCIATION Fetal Rocking	FAINTING
Regulating Brain Region	NEOCORTEX Cortex	CORTEX Limbic	LIMBIC Midbrain	MIDBRAIN Brainstem	BRAINSTEM Autonomic

Cognitive Style	ABSTRACT	CONCRETE	EMOTIONAL	REACTIVE	REFLEXIVE
Internal State	CALM	AROUSAL	ALARM	FEAR	TERROR

Table 1. The continuum of adaptive responses to threat. Different children have different styles of adaptation to threat. Some children use a primary hyperarousal response, others a primary dissociative response. Most use some combination of these two adaptive styles. In the fearful child, a defiant stance is often seen. This is typically interpreted as a willful and controlling child. Rather than understanding the behavior as related to fear, adults often respond to the 'oppositional' behavior by becoming angry and more demanding. The child, over-reading the non-verbal cues of the frustrated and angry adult, feels more threatened and moves from alarm to fear to terror. These children may end up in a primitive "mini-psychotic" regression or in a very combative state. The behavior of the child reflects their attempts to adapt and respond to a perceived (or misperceived) threat.

When threatened a child is likely to act in an 'immature' fashion. Regression, a 'retreat' to a less mature style of functioning and behavior, is commonly observed in all of us when we are physically ill, sleep-deprived, hungry, fatigued or threatened. During the regressive response to the real or perceived threat, less-complex brain areas mediate our behaviors. If a child has been raised in an environment of persisting threat, the child will have an altered baseline such that the internal state of calm is rarely obtained (or only artificially obtained via alcohol or drug use). In addition, the traumatized child will have a 'sensitized' alarm response, over-reading verbal and non-verbal cues as threatening. This increased reactivity will result in dramatic changes in behavior in the face of seemingly minor provocative cues. All too often, this over-reading of threat will lead to a 'fight' or 'flight' reaction - and increase the probability of impulsive aggression. This hyper-reactivity to threat can, as the child becomes older, contribute to the transgenerational cycle of violence.

Social-Environmental Pressures	<i>Resource-surplus</i> <i>Predictable</i> <i>Stable/Safe</i>	<i>Resource-limited</i> <i>Unpredictable</i> <i>Novel</i>	<i>Resource-poor</i> <i>Inconsistent</i> <i>Threatening</i>
Prevailing Cognitive Style	Abstract Creative	Concrete Superstitious	Reactive Regressive
Prevailing Affective 'Tone'	CALM	ANXIETY	TERROR
Systemic Solutions	INNOVATIVE	SIMPLISTIC	REACTIONARY
Focus of Solution	FUTURE	Immediate FUTURE	PRESENT
Rules, Regulations and Laws	Abstract Conceptual	Superstitious Intrusive	Restrictive Punitive
Childrearing	Nurturing	Ambivalent	Apathetic

Practices	Flexible Enriching	Obsessive Controlling	Oppressive Harsh
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Table 3. The continuum of adaptive responses to threat in a living group (family, organization, community or society). In the same fashion as an individual, living groups experience threat and challenges to their survival. Similar to an individual, the 'cognition' of a group moves down a gradient under threat. When there are no external threats and resources are plentiful and predictable (Column 1), the group has the luxury of thinking in abstract ways to solve any of its current problems (e.g., Bell Labs from 1940 to 1965). The focus of the solution can be the future and the least powerful members of the living group (e.g., children and women) can be treated with the most flexible, nurturing and enriching approaches. When resources become limited and there are economic, environmental or social threats (Column 2), the group, organization or society become less capable of complex, abstract problems solving. The solutions tend to reflect the immediate future (e.g., the next funding cycle, the next election cycle) and all aspects of functioning in the group become more regressed. The least powerful are ignored or controlled to minimize any excessive drain on the most powerful. In a group, organization or society under direct threat (Column 3), the focus of all problem solving becomes the moment. The solutions tend to be reactive and regressive. The least powerful are ignored and, if they get in the way, they are harshly dealt with. The more out of control the external situation is, the more controlling, reactive and oppressive the internally focused actions of this group will become. In each of these situations, the prevailing childrearing styles will create children that will reinforce that group or society's structure: in a safe and abstract-thinking group the children will be more likely to receive and benefit from enrichment and education, thereby optimizing their potential for creativity, abstraction and productivity. In contrast, children raised in groups or societies under threat will be more likely to be raised with harsh or distant caregiving. The result will be impulsive, concrete and reactive adults, perfectly positioned to fit in and contribute to a reactive, oppressive and aggressive group or society.

EXHIBIT

9

Relationships between Early Experiences and Long Term Functioning: The Role of Affect Development in Adjudicated Adolescent Males.

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Gretchen Walter, MA, LPC, Jana Rubenstein, MEd, LPC,
and Bruce D Perry, MD, PhD

The ChildTrauma Academy
www.ChildTrauma.org

Background

Each year in the United States hundreds of thousands of adolescents will be adjudicated "delinquent" by virtue of any combination of anti-social behaviors. The juvenile justice systems have had difficulty evaluating and intervening with these youth. Conflicts arise when competing views of the youth struggle for program and policy control – is the youth immature with neuropsychiatric and psychosocial problems or an anti-social criminal. Each perspective will result in very different allocation of intervention resources.

The present study focuses on affective development and management in adolescent males who have been adjudicated "delinquent." This study examines the development in areas relating to affect management processes, seeking to determine whether impulsivity, aggression and mood problems pervasive in the adjudicated youth are related to interruption or delay of affect development. Healthy affect development allows an adolescent to better understanding and use of their emotions. In order to examine affect development in adolescents, this study translated Carol Jensen's typology of affect development into a tool for assessing the youth's stage of affect management.

Key Hypotheses:

Affect as a Mediator of Neuropsychiatric Symptoms

Children with higher developmental capacity for affect management were expected to:

- report lower levels of post-traumatic stress symptoms.
- exhibit lower levels of delinquent behavior.
- exhibit lower levels of aggressive behavior.
- report lower levels of depressive symptoms.

Methods

Sample

The study site was the Burnett-Bayland Home (BBH), a residential placement facility operated by Harris County Juvenile Probation. Each of the 86 young men had committed at least one felony. The lengths of stay range from three months to one year.

Evaluation

The evaluation was comprised of two major components. Affect management and developmental staging of affect management was determined using extensive structured and semi-structured clinical interviews and use of a newly developed measurement tool (see Tables). The second component was a modification of the CIVITAS Core Assessment Process. This process uses a combination of subjective and objective data (standardized instruments) to determine strengths and vulnerabilities in six main domains: (1) physical/medical; (2) family/social; (3) life history/traumatic life events; (4) emotional/behavioral; (5) cognitive/academic and (6) developmental (see figure below).

A. Toward Empathy	Can only use self affect state "I am the world" Awareness develops that there are facial cues to emotional states in others Has no concern about effect on others	Pushes for others to understand his/her emotions and agree that others would have same feelings in same context (confirmation) Sharpens sensitivity for negative cues, looks for danger	Can express sympathy for another, uses more thinking to understand feelings in others Becomes sensitive to motives and intentions of others	Can accept or tolerate others' actions and feelings Self & others can coexist in different feeling states	Can empathize under other state separate emotion exist self Sees emotion state aspect & other
B. Use of others/ environment	Unaware of emotional states, uses facial expressions (startle, surprise, interest, anger, shame, fear, anguish, disgust, etc.) to signal need of intervention of environment	Creates situations where others will become involved instead of asking for involvement Uses familiar objects, places/ others to aid in soothing self, changing affect states	Able to seek help to intervene in a specific stressful situation to bring about change Uses others to distract self from experiencing strong affects. Uses environmental expectation to	Realizes own internal feeling state is distinct from others and can choose to share or not Aware that interpersonal/ relationship status are aspects of situations & can be causes of emotional	Creates humor wisdom used enhance daily Organize environment enhance experience of affect

	Needs others to label affect states Demanding quality in interactions	(baths, music, etc.) Dependent on physical regulation by environment to contain emotional states	aid in behavior regulation Reading	states	
C. Emerging self-reliance	Uses simple actions for self regulation (head banging, cutting, rocking) Self mutilation, biting occurs in order to alleviate inner tensions Unable to predict upsetting events	Uses labeled body tension to understand emotion states such as aggressive behaviors (Heart rate, muscle tensions, etc.) Unable to accept responsibility for behavior ("you made me do it", "you made me feel this way") Uses premonitions instead of predictions to understand moods Uses action oriented activities to reduce intense feeling states	Develops awareness that changes in situations effect emotions Can predict simple feeling states in response to a provocative situation Uses direct communication with other to express emotional state Realizes a constellation of events has an impact on affect state Uses more thinking about emotional state	Able to identify inner emotional life as being separate from external events Can think more about internal emotions prior to taking action in provocative situations Can conceal or disguise emotions Uses prediction of forthcoming emotional events as an aid experiencing affect states Able to experience emotional states without taking any actions	Action aware how react tied to persc persc histor exper Uses intros thinki integri states Plans creat and exper of aff Able know one's imper

		(jogging, basketball, sex, masturbation)			
D. Verbal	<p>Unable to verbalize affects except through laughter and crying /screaming</p> <p>Primitive use of language</p>	<p>Uses simple labeling to understand affect states (mad, glad, sad, etc.)</p> <p>Can ascribe emotions to characters in symbolic play</p> <p>Uses aggressive language to express internal emotional state</p>	<p>Able to use narrative about emotional experiences.</p> <p>Can talk about wishes & fantasies that could change emotional state</p>	<p>Can describe two or more feelings in one situation which are not necessarily conflicting feelings</p> <p>Can use input from interpersonal communications to aid in evaluation of emotion</p>	<p>Able to compare affect and maintain perspective</p> <p>Can understand self about emotion (cause, react, respect, think, decide, surround, these, dialog)</p>
E. Non-verbal	<p>Uses body ailments to express upset states (asthma, stomach aches)</p> <p>Uses aggressive activities to reduce emotional state (fighting, hitting, temper tantrums, fire setting, rape)</p> <p>Irrational fears such as phobias used to alleviate anxiety</p>	<p>Body language projects internal feeling state.</p> <p>Use of sleep, drugs, alcohol to blunt emotional state</p> <p>Withdrawal</p>	<p>Aware strong affects are being expressed through bodily changes.</p> <p>Can choose to keep affective state to oneself.</p> <p>Can use fantasies to change emotional state</p> <p>(Art, writing, music, etc.)</p>	<p>Uses more thinking toward understanding feelings, behavior.</p> <p>Awareness develops that changes in situations can affect emotions.</p>	<p>Show awareness of simultaneous presence of dissimilar conflicting emotions about specific situations</p> <p>Develop great appreciation and knowledge of the (become experiential)</p>

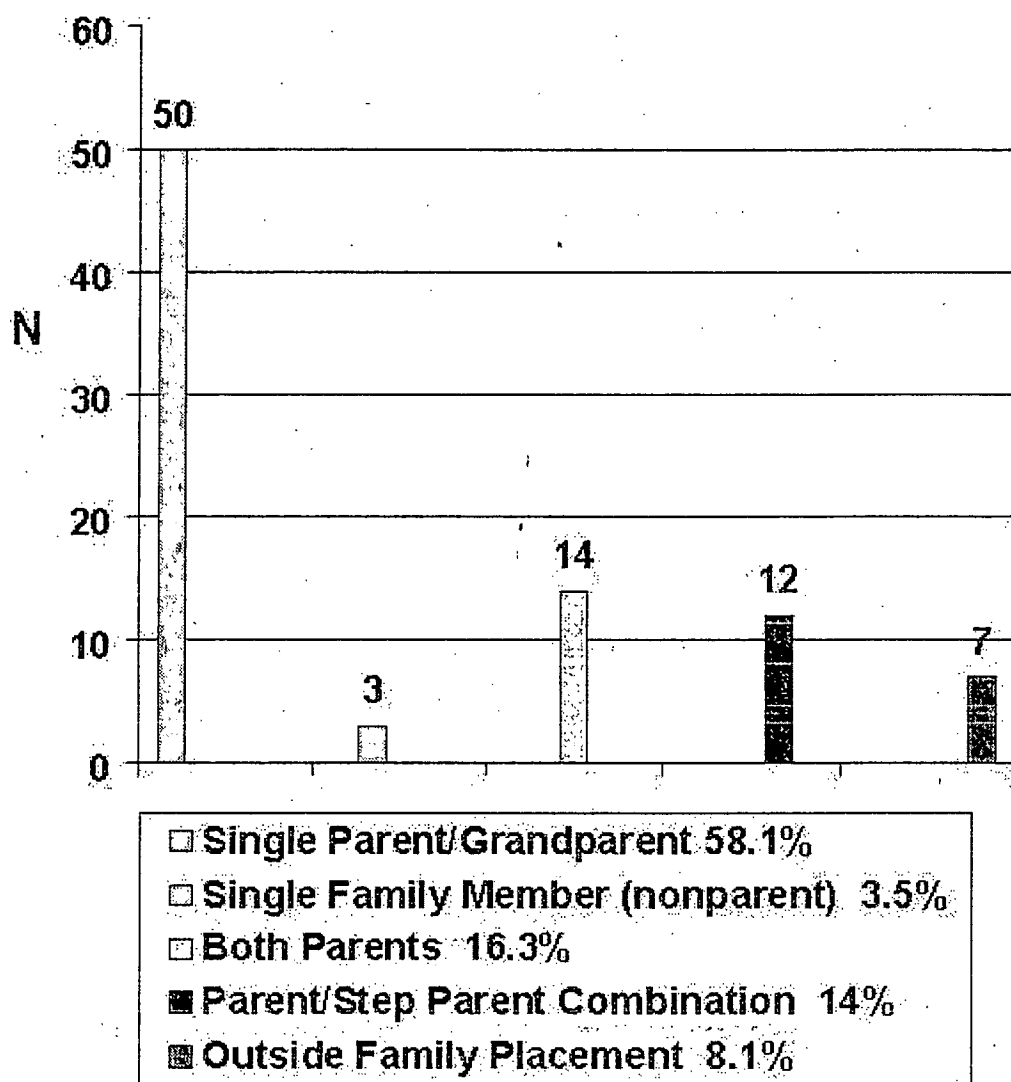
The instruments and questionnaires used for screening and personal history purposes in this broader study included (1) Achenbach's Child Behavior Checklist (Achenbach, 1991), (2) Conners' Parent and Teacher Rating Scales (Conners, 1989), (3) Self Esteem Index (Coppersmith, 1990), (4) Child Dissociative Checklist (Putman, 1985), (5) Family Index of Life Events Scale (McCubbin, 1981), (6) Family Adaptability and Cohesion Scale (Olson, 1985), (7) Stress Response Scale (Psychological Assessment Resources, Inc., 1993), (8) State Trait Anxiety Inventory, (9) Visual Motor Integration Test (Berry, 1997), (10) Youth Self Report for ages 4 -18 (Achenbach, 1991), (11) Trauma Symptom Checklist for Children (Briere, 1992), (12) Children's Perceptual Alteration Scale (Evers-Szostak, 1990), (13) Kaufman Brief Intelligence Test (Kaufman and Kaufman, 1990), (14) Wide Range Achievement Test (Wilkinson, 1993), (15) Post Traumatic Stress Reaction Index (Pynoos, 1992), (16) The Comprehensive Child and Adolescent History Form, and (17) Jensen's Structured Interview (1990).

Results

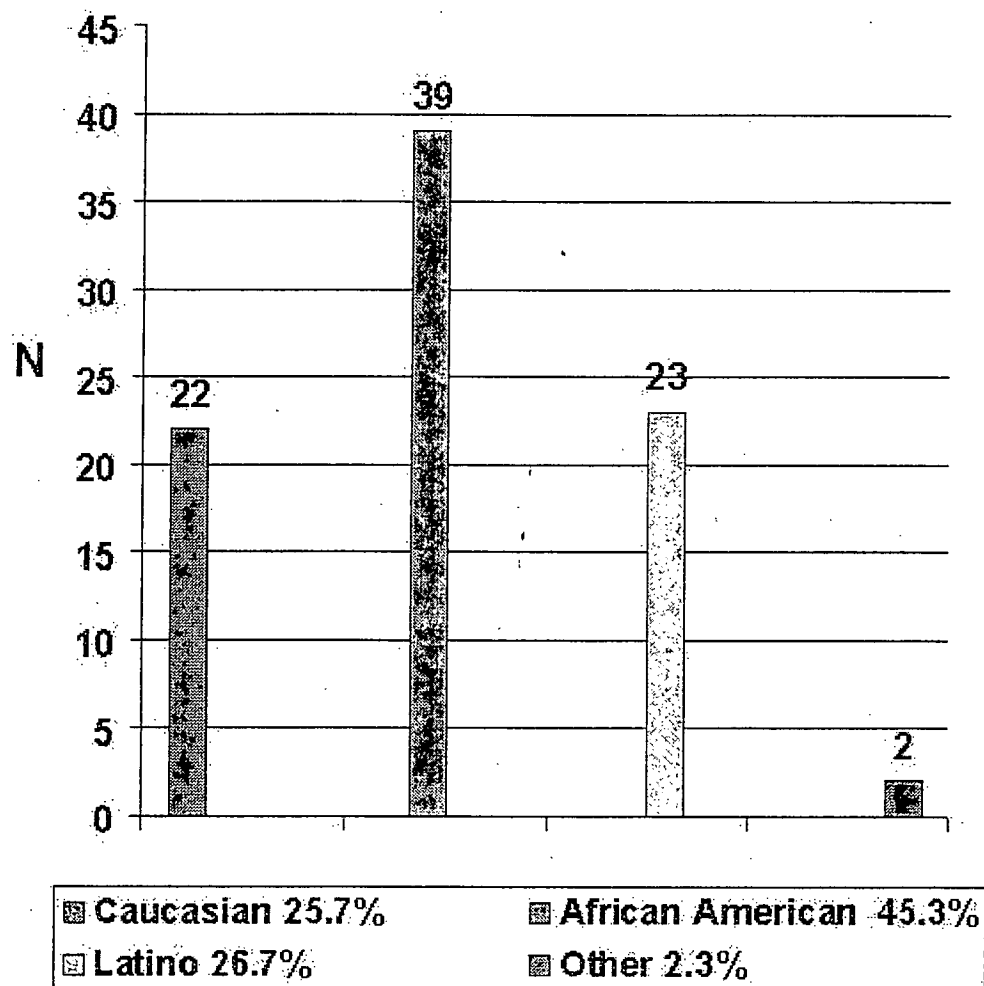
Key Findings

- 100 % had been exposed to significant childhood trauma.
- 85 % had been exposed to significant traumatic violence.
- 46 % had been removed from their families in childhood due to neglect and abuse.
- 41 % had a significant Verbal/Performance split ($P > V$) suggesting altered cognitive processing.
- 64 % had moderate or severe Post-traumatic Stress symptoms.
- 80 % had evidence of delayed or interrupted affect development.
- There was a significant positive relationship between level of affect development and total IQ.
- There was a significant positive relationship between level of affect development and self esteem.

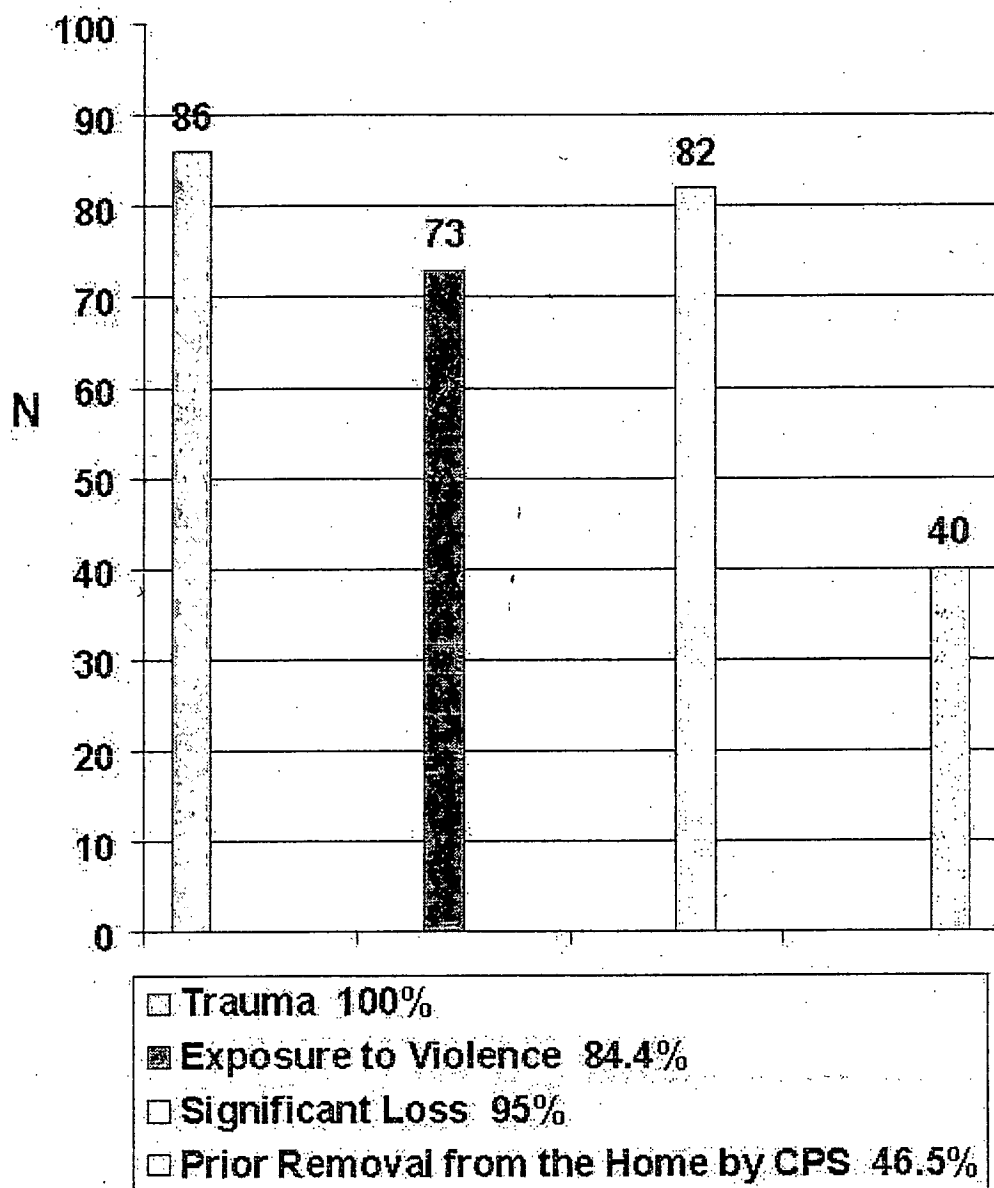
Family Structure

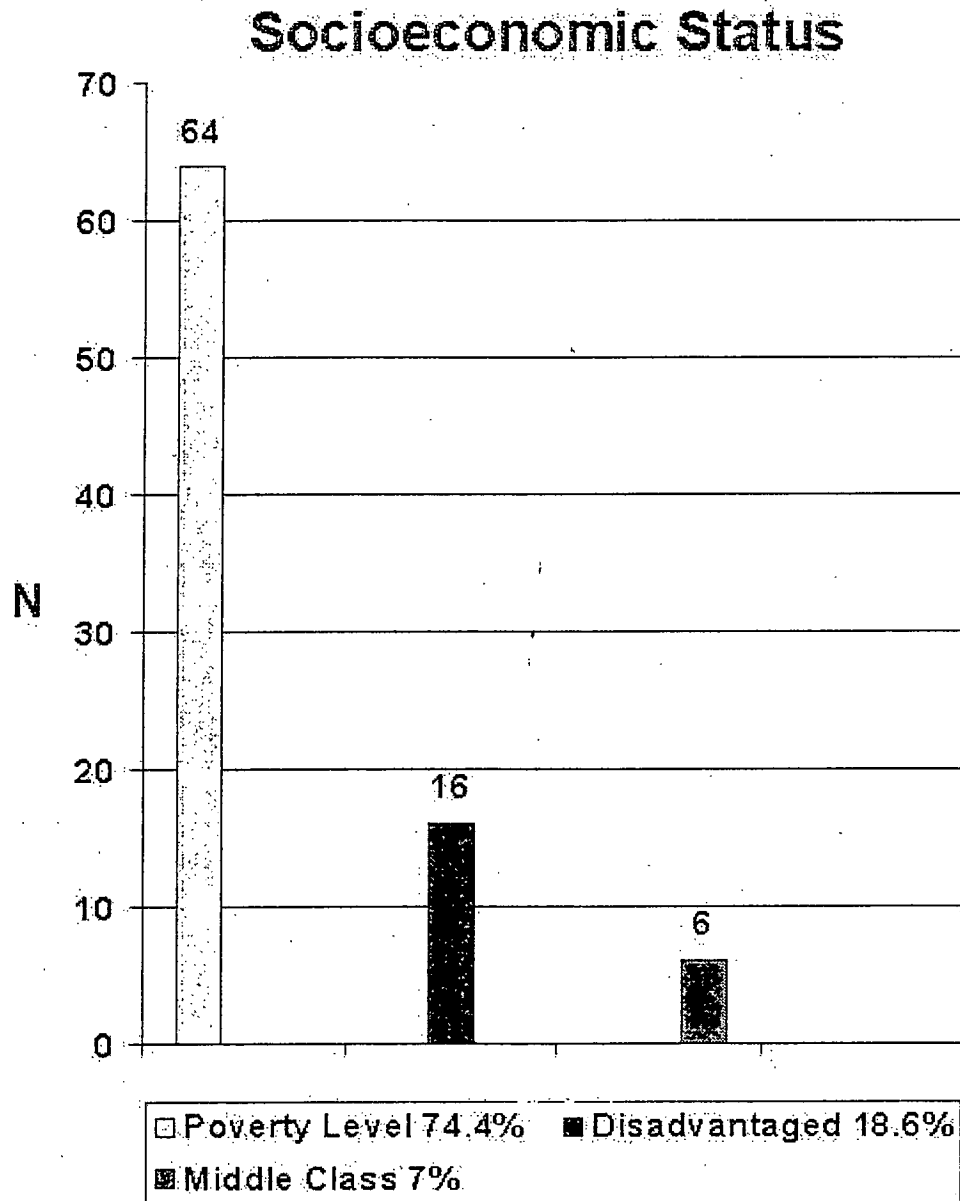


Sample Ethnicity



History of Trauma





AFFECT DEVELOPMENT IN DELINQUENT ADOLESCENTS

Hypothesis 1: Children with higher levels of affect management were expected to exhibit lower levels of aggressive behavior

- Mean CBCL-AGG score = 61.80
- $r = .2449$ ($p < .023$)

- This finding was supported in this investigation

Hypothesis 2: Children with higher levels of affect management were expected to report lower levels of depressive symptoms

- Mean CDI score = 49.73
- $r = -.2683$ ($p < .013$)
- This finding was supported in this investigation

Hypothesis 3: Children with higher levels of affect management were expected to report lower levels of post-traumatic stress symptoms

- Mean RI score = 12.90
- $r = -.1225$ ($p < .261$)
- This finding was not supported in this investigation

Hypothesis 4: Children with higher levels of affect management were expected to exhibit lower levels of delinquent behavior

- Mean CBCL-DEL score = 68.74
- $r = -.0980$ ($p < .370$)
- This finding was not supported in this investigation

Discussion

By developing and testing the Affect Management Grid, this study made a significant contribution towards understanding progressive stages of youths ability to manage their affects. Although the study found no direct correlation between levels of affect management and delinquency, the relationship between affect management and aggression is compelling. Finding more appropriate alternatives to use of force should influence some criminal activity.

The scale was devised to be helpful in ascertaining how to take advantage of an opportunity to help these adolescents through more effective use of placement time in residential facilities. Ideally this should be a time to think, work, and plan for their future. Too many have never done more than react. When operating in a constant state of alertness, living only in the moment, the community becomes smaller and options fewer. Basic concerns for safety and survival are paramount. With limited ability to manage their affects, youth are susceptible to responding to the moment, unable to understand or restrain the waves of emotions that may overwhelm them. The consistent flaw in these subjects' management skills is an inability to handle their aggressive, angry feelings. Anger that may well be misplaced onto others, anger that has a global nature, anger that is ancient in its origins. Creating awareness of these issues is a first step towards solutions.

Many have a general inability to self-sooth and while some might disguise their internal

emotional state, few are able to predict potential emotionally laden incidents. It is easier to simply react without acknowledging any responsibility for an incident getting out of hand.

Through an infusion of services, residential placement officials seek to help youth gain control over their affects and their lives and set a foundation for becoming productive citizens. In so doing, officials seek to provide the most effective treatment at the least expense. We believe that the affect management grid, if validated on other samples, could have a role in this effort. The object is to devise precise interventions instead of using a scatter shot method.

Affect Regulation: Modes and Examples

Mode

Definition/Example

Toward Empathy	<p>"Empathy is (1) a mode of perception and (2) an understanding of the comp perceive and comprehend the other accurately" (Noy, 1994). "Toward empa describes an evolutionary process of understanding others. It blends acknowledgement of and ability to understand others.</p> <p>Example: "One reason that I don't like to fight is because after I beat them I sorry for them, and bad for how I know I made them feel." (#35)</p>
Use of Environment and Others	<p>Use of environment/others is the ability to connect oneself to others as a we personal meaning to affects. It follows the progress of interactional needs for an external environment.</p> <p>Example: "When I'm real mad, I go to my room and crank up the radio real I to my homeboys." (#27)</p>
Emerging Self Reliance	<p>"Emerging self reliance" focuses on changes occurring internally. It reflects emotions are organized from within, and evolving from the newborn's total c toward a young adult's emotional and material self-reliance. (Freud, 1965).</p> <p>Example: "It's my deal; I should have gone home that night. I did the crime, the time. Nobody made me do that stuff." (#17)</p>
Verbal	<p>"Verbal" is the capacity to verbally express thoughts, feelings and ideas. It c as developmental in language skills used to express internal emotional stati others/environment.</p> <p>Example: "The words? No tell, it's goin' to be loud. It's goin' to be some wor made...I felt like...I was just mad"; "I told her, 'I'll kill you. I don't care about knife. This bullet going to hit you before that knife hit me.' You know what sl scared, she started 'I'll call the police!' I said, 'I'll shoot you before you get th thought about it and went into my room and got my clothes and took my clip gun and left." (#48)</p>
Non-Verbal	<p>"Non-verbal" is the demonstration of one's emotions, feelings, attitudes, wh positive or negative, through actions. It is basically used to follow non-verba communicative behaviors as they mature in the individual.</p> <p>Example: "My heart felt like it was going to pop out"; "In my ears I just be m smoke a little and it relaxes me"; "I don't hit nobody, I just hit the wall"; "The way I could do anything to him so I wanted to set a fire. I took a bath, and th</p>

grabbed me a towel and set it on fire". (#80)

For More Information

Visit: www.ChildTrauma.org for more information about the ChildTrauma Academy.

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EXHIBIT

10

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Regular Article

Memories of Childhood Abuse: Dissociation, Amnesia, and Corroboration

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Barbara L. Ganzel, Ed.M., M.A., and
Julia A. Matthews, Ph.D., M.D.

► ABSTRACT

OBJECTIVE: This study investigated the relationship between self-reported childhood abuse and dissociative symptoms and amnesia. The presence or absence of corroboration of recovered memories of childhood abuse was also studied. **METHOD:**

Participants were 90 female patients admitted to a unit

specializing in the treatment of trauma-related disorders. Participants completed instruments that measured dissociative symptoms and elicited details concerning childhood physical abuse, sexual abuse, and witnessing abuse. Participants also underwent a structured interview that asked about amnesia for traumatic experiences, the circumstances of recovered memory, the role of suggestion in recovered memories, and independent corroboration of the memories. **RESULTS:** Participants reporting any type of childhood abuse demonstrated elevated levels of dissociative symptoms that were significantly higher than those in subjects not reporting abuse. Higher dissociative symptoms were correlated with early age at onset of physical and sexual abuse and more frequent sexual abuse. A substantial proportion of participants with all types of abuse reported partial or complete amnesia for abuse memories. For physical and sexual abuse, early age at onset was correlated with greater levels of amnesia. Participants who reported recovering memories of abuse generally recalled these experiences while at home, alone, or with family or friends. Although some participants were in treatment at the time, very few were in therapy sessions during their first memory recovery. Suggestion was generally denied as a factor in memory recovery. A majority of participants were able to find strong corroboration of their recovered memories. **CONCLUSIONS:** Childhood abuse, particularly chronic abuse beginning at early ages, is related to the development of high levels of dissociative symptoms including amnesia for abuse memories. This study strongly suggests that psychotherapy usually is not associated with memory

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recovery and that independent corroboration of recovered memories of abuse is often present.

► INTRODUCTION

In recent years, the explosion of reports of childhood abuse has raised questions about the nature of memory for traumatic events, the occurrence of amnesia for childhood abuse, and the validity and accuracy of recovered memories. Many clinicians accept recovered memories of childhood abuse as essentially valid reports of early experiences, and clinical work with recovered memories has proved to be useful in some patients. Recently, however, a number of investigators have questioned the validity of recovered memory of childhood abuse, arguing that many clinicians may be colluding in the creation of pseudomemories. A heated debate has emerged regarding therapists' role in the retrieval of previously unremembered memories of childhood abuse.

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Recent studies in cognitive psychology have shown that memories can be inaccurate. For example, investigators studying the impact of stressful experiences on memory have tested college students under demanding conditions (1–3) or exposed study participants to shocking photographic material (4, 5). Study participants are often remarkably inaccurate in recounting details of their experience (4–7). The role of suggestion in the malleability of memory also has been well established in laboratory studies (8–11). In some protocols, participants are shown pictures, slides, or videotapes of an event and then are asked to recall the event. When given cues or suggestions, they often make errors concerning peripheral details of the events. However, despite evidence that memory content can be influenced by suggestion, emotional arousal, and personal meaning, the bulk of memory research actually supports the accuracy of memory for the central components of significant events (12).

There also is evidence of memory for events that did not occur. One well-known personal pseudomemory was described by Piaget, the well-known Swiss theorist of childhood cognitive development (13). For many years during his childhood, Piaget had a clear visual memory of someone trying to kidnap him from his pram when he was 2 years old. The memory also involved his nanny chasing away the potential kidnapper and then going home and telling the family about the incident. Years later, when Piaget was 15, the nanny returned to the Piaget family and confessed that the incident had never occurred. Her motive had been to enhance her position in the household, but she subsequently suffered guilt about the fabrication and about the watch she had received as a reward.

Piaget's experience suggests that persons may create pseudomemories of events that never actually occurred, especially after being told of such "events" by trusted individuals. The memories may seem valid, and persons may not recall the true source of the information (so-called source amnesia). In experimental protocols with college students, researchers have given cues about both real events (from information supplied by parents) and false childhood events and have asked participants to describe these events (14). Over three interviews, approximately 6% of participants developed vivid pseudomemories of false events. In a similar protocol, up to 25% of participants developed vivid

pseudomemories if they were asked to imagine the false events in detail (15). These studies support the contention that pseudomemories can be induced, particularly with repeated suggestion, rehearsal, and the use of imagery. It should be noted, however, that only a minority of participants responded to the cues to remember false events, suggesting that certain individuals may have more vulnerability than others to creating pseudomemories. Or, from the reverse perspective, 75% to 94% of participants appeared to be resistant to the development of pseudomemories.

In contrast to the malleability of memory demonstrated in experimental protocols, some investigators have hypothesized that memory of actual traumatic events is different from memory of ordinary or laboratory experiences. For example, investigators (16–19) have suggested that traumatic memories are segregated and stored apart from ordinary narrative memory and thereby are less subject to ongoing modification in response to new experiences. In contrast to narrative memories that are integrative, malleable, and fitted into the individual's personal cognitive schemas, traumatic memories are said to be inflexible, nonnarrative, automatic, triggered, and disconnected from ordinary experience. This nonintegration is considered the basis for remembering through behavioral reenactment, somatic sensation, or intrusive images that are disconnected from conscious verbal memory. Because the memories are unassimilated, they retain their original force—"unremembered and therefore unforgettable" (19). While ordinary narrative memory is dynamic and both changes and degrades over time, traumatic memory has been described as "indelible" (20).

Clinical research generally has supported the concepts of dissociative amnesia and recovered memory in relation to traumatic events. Clinical investigators have found relatively high rates of self-reported amnesia for childhood sexual abuse (19%–62%) in clinical populations being treated for trauma-related conditions (21–24). Moreover, these studies suggest that the incidence of amnesia is highly correlated with early onset of abuse, chronicity of abuse, and severity of abuse (e.g., violence, multiple perpetrators, physical injury, fear of death). Terr's investigations with traumatized children also have demonstrated that there are differential effects depending on the chronicity of abuse (25–27). Children who have experienced limited, circumscribed trauma have hypermnnesia—"clear, detailed accounts of their experiences [that] makes one conclude that these memories stay alive in a very special way" (27, p. 14). In contrast, chronically traumatized children demonstrate extensive amnesia. Terr notes that this kind of chronic traumatization results in a variety of symptoms—"massive denial, repression, dissociation, self-anesthesia, self-hypnosis, identification with the aggressor, and aggression turned against the self" (27, p. 15)—that may significantly alter subsequent recall. Thus, chronically traumatized patients are most likely to suffer amnesia, but, given their levels of denial and dissociative defenses, these patients may also be most vulnerable to distortions and errors in recall.

The present study investigated both the nature and the validity of traumatic memory of childhood abuse. Self-reported physical abuse, sexual abuse, and witnessing violence and the parameters of abuse experiences were examined in relation to dissociative symptoms and amnesia. We sought to replicate the findings that childhood physical and sexual abuse would be related to high levels of dissociative symptoms (28–30) and hypothesized that early age at onset and higher frequency of abuse would be correlated with higher levels of dissociative symptoms, including amnesia. We examined recovered

memory following amnesia for abuse, particularly in relation to the circumstances of memory recovery, the role of suggestion in recall, and the existence of physical evidence or verbal confirmation to validate the accuracy of the memories.

► METHOD

The participants for this study were recruited from female inpatients, 18–60 years old, in a psychiatric teaching hospital. All patients consecutively admitted to a unit specializing in the treatment of posttraumatic and dissociative disorders were considered for participation. Reasons for admission were varied; although some patients were admitted with high levels of posttraumatic or dissociative symptoms, others had nonspecific difficulties such as suicidal impulses or inability to function. Patients with the diagnosis of a psychotic illness (e.g., schizophrenia or mood disorder with psychotic features) or an organic brain syndrome were excluded from this study. Of 179 patients meeting inclusion criteria, 31 were discharged before being approached for the study. Of the remaining 148, 109 (74%) agreed to participate, 21 (14%) refused, and 18 (12%) were felt by their treating clinicians to have symptoms that would have made it clinically inappropriate for them to participate. Patients who refused to participate typically indicated that they would find the subject matter of the study upsetting. The clinicians treating those deemed inappropriate generally cited unstable symptoms, such as severe posttraumatic or dissociative symptoms, or tenuous control of impulses. After a complete description of the study procedures to prospective participants, written informed consent was obtained. Of the 109 potential participants, 13 were unable to complete the research protocol and six had very incomplete data and were dropped from the study, leaving 90 participants. Not all participants responded to every research question. Where this was the case, percentages are reported relative to the number of participants who responded to that particular question.

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The participants' mean age was 34.9 years (SD=8.8). Seventy-nine (88%) were Caucasian. Forty-five (50%) had never married, 19 (21%) were married or living with a partner, and 26 (29%) were separated, divorced, or widowed. Most (73%; 51 of 70 responses) had annual household incomes under \$20,000. Sixty-six (73%) reported some form of education beyond high school, and nearly all (94%; 84 of 89 responses) listed their usual occupation as work, work in the past, or student. However, a majority (64%) reported that they were currently disabled or unemployed.

Participants completed two self-report instruments: the Dissociative Experiences Scale (31–33), a 28-item questionnaire with established validity and reliability that measures the current prevalence of dissociative symptoms, and a revision of the Life Experiences Questionnaire (28, 29, 34) that gathers detailed information about traumatic experiences in childhood. Responses to the Life Experiences Questionnaire were considered indicative of childhood abuse if participants reported that before age 16 years they had been "hit really hard, kicked, punched, stabbed, or thrown down" (physical abuse); had been "pressured against your will into forced contact with the sexual parts of your body or his/her body" (sexual abuse); or had seen "anyone hurt in a physical conflict or forced sexual

activity" (witnessing abuse).

Each participant underwent a structured interview that asked if she experienced amnesia for currently recalled traumatic experiences that occurred in childhood. The interviewer (B.L.G. or L.M.F.) was not involved in the study patients' clinical care. Participants were considered to have had complete amnesia if there was a period during which they "did not remember that this [traumatic] experience happened" and were considered to have had partial amnesia if there was a period during which they "did not remember significant parts of this [traumatic] experience." Participants who reported a period of complete amnesia were asked about the circumstances of first recovered memory, including where (e.g., home, work, therapy), with whom (e.g., alone or with others), in what state of consciousness (e.g., awake, dreaming, hypnotized), and whether they were in psychotherapy or counseling during that period of their lives. Participants were asked whether the possibility of abuse had been suggested to them before the first recovered memory ("Prior to recalling being hurt/seeing others hurt, did anyone suggest to you that this may have occurred?"). Participants also were asked whether they had sought or obtained verbal information ("Have you had anyone confirm these events?") or had physical evidence (e.g., scars from injuries, medical records, or other documentation such as photos, diaries, letters) that validated the occurrence of abuse that was previously "forgotten" and subsequently recalled.

Participants' self-report responses to the Life Experiences Questionnaire were analyzed for the rates of each type of abuse, the age at onset, and frequency of abuse. For most analyses of data, nonparametric statistics were used, given the type of data and the nonnormal distribution of Dissociative Experiences Scale scores. Kruskal-Wallis analyses were used to compare Dissociative Experiences Scale scores across levels of amnesia for each type of abuse. Further, the Mann-Whitney U Wilcoxon rank sum W test was used to test differences in Dissociative Experiences Scale scores (across types of abuse) between levels of frequency of abuse and levels of amnesia. Spearman correlation coefficients (two-tailed) were used to evaluate whether age at onset of abuse was correlated with the degree of amnesia and to examine the relationship between onset of abuse and Dissociative Experiences Scale scores.

► RESULTS

Self-Reported Childhood Abuse in Relation to Dissociative Symptoms and Amnesia

Because this participant group (N=90) was drawn from a posttraumatic stress and dissociative disorders treatment unit, the majority of participants reported a high level of childhood abuse experiences. Seventy-five (83%) reported physical abuse, 74 (82%) reported sexual abuse, and 64 (71%) reported witnessing violence. Participants reporting any kind of abuse also reported a substantial rate of both partial and complete amnesia and elevated Dissociative Experiences Scale scores in a range consistent with PTSD (median scores above 31.3 found for PTSD patients by Bernstein and Putnam [31]) (table 1). Among participants reporting physical abuse, analysis showed significant differences in Dissociative Experiences Scale scores across levels of amnesia for the traumatic events ($\chi^2=11.50$, $df=2$, $p=0.003$). Significant differences were also obtained

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for the groups reporting sexual abuse ($\chi^2=9.18$, $df=2$, $p=0.01$) and witnessing abuse ($\chi^2=19.15$, $df=2$, $p=0.0001$).

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The mean age at onset of physical abuse, sexual abuse, and witnessing violence was generally early in childhood, before adolescence ([table 2](#)). Earlier age at onset was correlated with a higher degree of amnesia for physical abuse (Spearman $r=-0.39$, $N=73$, $p=0.001$) and sexual abuse (Spearman $r=-0.55$, $N=73$, $p<0.001$) but showed only a trend for witnessing abuse (Spearman $r=-0.08$, $N=62$, $p=0.55$, n.s.). Early age at onset was also correlated with higher Dissociative Experiences Scale scores for physical abuse (Spearman $r=-0.27$, $N=68$, $p=0.03$) and sexual abuse (Spearman $r=-0.48$, $N=67$, $p<0.001$) but was only weakly associated with witnessing abuse (Spearman $r=-0.09$, $N=56$, $p=0.53$, n.s.).

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Analysis of mean Dissociative Experiences Scale scores in relation to frequency of childhood abuse showed a clear trend of higher scores with more frequent episodes of abuse ([table 3](#)), although not all differences were statistically significant. Only participants with very frequent sexual abuse (more than 100 episodes) had significantly higher levels of dissociation than participants with infrequent or no abuse (fewer than 10 episodes) (Mann-Whitney $z=-2.13$, $N=42$, $p=0.03$).

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Circumstances Concerning Recovered Memory, Suggestion, and Corroboration of Childhood Abuse

Most of the participants reporting complete amnesia for physical abuse and sexual abuse had their first recollection of the abuse while at home and alone ([table 4](#)). Few participants (only one or two for each type of abuse) reported being in a therapy session when they first remembered the abuse. Nearly all were awake, and hypnosis was a factor for only one participant. Many of the participants (at least 45% for sexual abuse, 48% for physical abuse, and 15% for witnessing abuse) were not involved in any kind of psychological treatment or counseling when they first recovered memories of traumatic experiences.

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Participants who reported a period of complete amnesia for episodes of childhood abuse were asked about the role of suggestion in memory recovery. As shown in [table 5](#), the vast majority of participants with all types of abuse did not recall any overt suggestion before the first recovered memory.

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A majority of participants who reported a period of complete amnesia for episodes of childhood abuse made some attempt to corroborate their recovered memories. As shown in [table 6](#), of those who attempted corroboration, more than half found physical evidence of the abuse (e.g., scars from physical injury, medical records). The rates of verbal confirmation for the group of participants with complete amnesia who attempted corroboration were strikingly high for physical abuse (93%) and for sexual abuse (89%). Half of the participants with complete amnesia who sought confirmation of witnessing abuse were able to find corroboration.

► DISCUSSION AND CONCLUSIONS

The high rates of physical and sexual abuse in this study are similar to other reports of clinical populations with posttraumatic and dissociative disorders ([21](#), [22](#), [29](#)). Childhood abuse experiences were related to higher levels of dissociation.

Early age at onset was correlated with higher dissociative

symptoms and greater levels of amnesia for physical and sexual abuse. More frequent sexual abuse was correlated with higher levels of dissociation. These findings have considerable face validity as dissociative capacity is thought to be greater in younger children ([35](#), [36](#)), and chronic abuse may result in the persistent utilization of dissociative defenses—including amnesia—into adulthood. Many of the findings from this study are consistent with other studies concerning dissociation related to physical and sexual abuse ([28](#), [30](#)), dissociation related to parameters of sexual abuse ([29](#)), and amnesia in persons with childhood sexual abuse ([21](#), [22](#)).

There appears to be a particular subset of severely and chronically abused patients with high rates of amnesia. Of note are the anecdotal descriptions of amnesic experiences reported by many of our participants. For the most part, these participants lost memory for whole periods of their lives—recollecting neither traumatic events nor neutral or positive experiences. These descriptions are strikingly similar to Terr's observation that chronically traumatized children "may forget whole segments

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of childhood—from birth to age 9, for instance" (27, p. 17). These reports also suggest that the underlying mechanism for this kind of amnesia may not be repression of overwhelming experiences or selective inattention to noxious events. The massive failure to integrate entire periods of childhood is consistent with the hypothesis that intense and chronic traumatic experiences may lead to pervasive changes in the mechanisms for processing and storing information. Thus, traumatic memory may be different from ordinary memory. This model is also consistent with the concept of dissociation in which various mental contents exist in different states held separately from each other.

There were a number of participants who reported childhood abuse—including multiple kinds of abuse, frequent abuse, and abuse with early age at onset—yet had relatively low levels of dissociative experiences and little amnesia. It is possible that this group of participants actually had amnesia but had yet to recover memories of more abuse. However, a recent analysis by Putnam et al. (37) suggests that in traumatized clinical populations there are subsets of high dissociators and low dissociators. Thus, the subset of participants with significant abuse, relatively little dissociative symptoms, and no amnesia may represent a group with low dissociative capacity. The differential susceptibility toward the development of dissociative symptoms may also explain the large standard deviations on the Dissociative Experiences Scale that we found in many categories. Further research is needed to help determine factors associated with dissociative capacity, such as innate characteristics or environmental circumstances.

Our findings concerning the recollection of abuse experiences suggest that memory recovery usually is not directly related to participation in psychotherapy. A substantial number of our participants were in some kind of treatment during the period that they began recalling their abuse—as would be expected by their high levels of symptoms. If the therapy was a primary causal factor in production of these memories, it would be expected that many would have actually been in therapy sessions during their first recollections. However, most participants reported that they first began to remember at home when alone or with family or friends, and not in therapy sessions. Most participants also denied that abuse had been suggested, although subtle suggestion (e.g., emphasis on certain subjects, tone of voice, nods, etc.) might not have been perceived as such.

Many of the participants who had complete amnesia had made attempts to corroborate their recovered memories. Nearly all participants who reported physical and sexual abuse and who attempted corroboration were able to find some kind of verification. Our corroboration rate (89%) of participants with complete amnesia for sexual abuse and who attempted to confirm the abuse is similar to that reported by Herman and Schatzow (83%) (22) in a clinical population of patients being treated for abuse-related difficulties. It should be noted, however, that although participants in this study were asked about corroboration of recovered memory, some may have reported about their attempts to validate experiences that they had always remembered. Nonetheless, this level of corroboration is strikingly high given that much abuse leaves no physical scars and that child abuse almost always occurs in great secrecy. At a minimum, our data support the validity of some reports of recovered memory for childhood abuse. In particular, our criteria for confirmation were relatively stringent, asking for actual independent confirmation rather than just that someone else believed that the abuse might have happened.

The findings of this study argue against the notion that many or most reports of childhood abuse are pseudomemories. Moreover, abuse memories that are recovered in therapy are not necessarily suspect. In Kluft's study of 34 dissociative identity disorder patients (38), 68% of the 19 patients who were able to confirm abuse memories first recalled these experiences in therapy. Moreover, many of these patients recovered memories in therapy using hypnotic techniques. Three patients were also able to disconfirm memories, and two patients had both validated memories of abuse and pseudomemories. These findings suggest that neither psychotherapy nor hypnosis, per se, are treatments that encourage pseudomemories and that all memories should be viewed critically in the therapeutic setting and subject to clinical evaluation as to their validity. However, our findings do not rule out the possibility of wholesale creation of pseudomemories resulting from grossly improper therapeutic practices. Of interest are a very small number of participants in our study who recalled abuse while in therapy sessions, who had used hypnosis, who had been recipients of suggestion, and/or who could not find any corroboration of their memories of abuse. Some of the participants in this group might be patients who developed pseudomemories of their trauma. Unfortunately, in this study, this group was too small to analyze. However, similar populations should be further investigated as to whether they differ in any other ways from those with apparently valid recovered memories of abuse.

There are limitations to this study worth noting. The major methodological limitation is the use of retrospective self-report for memories of childhood abuse, episodes of amnesia, and the circumstances of recovered memory. These self-reports were potentially subject to distortion and inaccuracies (e.g., difficulties in distinguishing between different levels of amnesia, inability to accurately recall the number of episodes of abuse, errors in recalling when and how memories were recovered). The results are also limited by the participant pool of primarily Caucasian women. In addition, the use of a participant pool of predominantly disabled patients being treated for trauma-related difficulties limits the applicability of our findings to other less traumatized and more functional clinical and general population groups. In our analyses, the multiple types of abuse reported by many participants makes it difficult to draw conclusions concerning the effects of any particular type of abuse in comparison to another. Similarly, this study did not examine the role of severe neglect—which is known to be ubiquitous among maltreated children (39)—in the development of dissociative symptoms.

The results of this study should be interpreted somewhat narrowly, as it investigates only the relationship between early trauma and subsequent dissociative symptoms and amnesia. In the clinical arena, patients with childhood abuse may present with other primary difficulties—some may have abuse-related difficulties such as poor ego functioning or substance abuse, and others may have difficulties that are entirely independent of childhood experiences. In addition, this study recruited participation from psychiatric inpatients and hence does not elucidate the mechanisms whereby persons who have been traumatized in childhood have been able to overcome or compensate for those experiences and have fewer or no dissociative or posttraumatic difficulties. Given the limitations of this study, the conclusions cannot be considered definitive. Nonetheless, in the context of continuing controversy concerning amnesia and recovered memory, this study does provide further evidence supporting the occurrence of amnesia for childhood traumatic experiences and the subsequent recovery of memory.

The participants in this study reported high levels of amnesia, and many of their subsequently recovered memories could be independently corroborated. Nonetheless, our results do not obviate the possible role of psychotherapy and suggestion in the creation of pseudomemory in some patients. Although there is little evidence that direct questioning about abuse, per se, results in false memories, clinicians must be careful not to inquire about possible abuse in a way that is suggestive of any particular responses. Especially when memories are fragmentary, clinicians must support the psychological validity of the memories but avoid coming to premature conclusions about the occurrence of trauma without sufficient evidence. When recovered memory begins to replace amnesia, clinicians must be open to the possibility of real abuse but must allow patients to reconstruct—without suggestion—a credible personal history that is consistent with past and current symptoms.

► FOOTNOTES

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► ABSTRACT

OBJECTIVE: The purpose of this study was to describe the extent to which childhood abuse and neglect increase a person's risk for subsequent posttraumatic stress disorder (PTSD) and to determine whether the relationship to PTSD persists despite controls for family, individual, and lifestyle characteristics associated with both childhood victimization and PTSD. **METHOD:** Victims of substantiated child abuse and neglect from 1967 to 1971 in a Midwestern metropolitan county area were matched on the basis of age, race, sex, and approximate family socioeconomic class with a group of nonabused and nonneglected children and followed prospectively into young adulthood. Subjects (N=1,196) were located and administered a 2-hour interview that included the National Institute of Mental Health Diagnostic Interview Schedule to assess PTSD. **RESULTS:** Childhood victimization was associated with increased risk for lifetime and current PTSD. Slightly more than a third of the childhood victims of sexual abuse (37.5%), 32.7% of those physically abused, and 30.6% of victims of childhood neglect met DSM-III-R criteria for lifetime PTSD. The relationship between childhood victimization and number of PTSD symptoms persisted despite the introduction of covariates associated with risk for both. **CONCLUSIONS:** Victims of child abuse (sexual and physical) and neglect are at increased risk for developing PTSD, but childhood victimization is not a sufficient condition. Family, individual, and lifestyle variables also place individuals at risk and contribute to the symptoms of PTSD.

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► INTRODUCTION

An increasing literature has implicated childhood victimization (particularly

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physical and sexual abuse) in the etiology of posttraumatic stress disorder (PTSD) (1–3). Studies of physically or sexually abused children have also reported high rates of PTSD (4–7).

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At present, three general types of empirical studies relate childhood trauma to PTSD: 1) relatively short-term assessments of clinically referred, in treatment, or psychiatrically hospitalized sexually or physically abused children; 2) studies of adult survivors (victims) or adults with PTSD; and 3) cross-sectional studies reporting the extent of PTSD in community samples of adolescents or adults that retrospectively obtain information about prior childhood victimization. Most studies focus on the impact of sexual abuse (8–11) and often involve female hospital patients (12, 13). It is of interest that not all studies report significant relationships between childhood victimization and PTSD (14–16).

Besides the obvious explanation that childhood victimization experiences represent the traumas from which posttraumatic stress symptoms develop, there are other possible explanations for the relationship between childhood maltreatment and PTSD. For example, one question is whether child abuse and neglect represent part of a constellation of disadvantage and dysfunctional behaviors that are pathogenic. Since much childhood victimization occurs in the context of multiproblem homes, child abuse and neglect may be only one of the family's problems. Childhood abuse and neglect may be markers for other factors that have an impact on the developing child or may share with PTSD a common origin in a disrupted and disorganized childhood. Thus, the general effects of other family variables (such as poverty, parental alcoholism or drug problems, or other inadequate social and family functioning) need to be disentangled from specific sequelae associated with childhood abuse or neglect (17).

A second concern is that previous research has suggested that abused and neglected children are at increased risk for early behavior problems and conduct disorder (18–20). Behavior problems in childhood or adolescence may be associated with increased risk for engaging in risky behaviors. In turn, such behaviors may lead to increased risk of exposure to traumatic events and to subsequent PTSD (21).

A third possibility is that childhood victimization may be associated with PTSD through its effect on a person's lifestyle, which places the person more or less at risk for exposure to traumatic events and, ultimately, PTSD. For example, Breslau et al. (22) have identified a set of risk factors for PTSD, such as low levels of education and extroversion, that serve to expose individuals to social roles and environments associated with high risk for victimization.

The present examination of PTSD is part of a prospective study of the long-term consequences of early childhood victimization (23, 24) that used documented and substantiated cases. Thus, it offers an opportunity to determine whether PTSD is one of the sequelae of early childhood maltreatment (physical and sexual abuse and neglect). This article presents findings from a cohorts design study in which abused and neglected children were followed up into adulthood and compared to a matched group. The aims of this study were threefold: 1) to determine whether individuals who experienced abuse and/or neglect as young children are more likely to be diagnosed with PTSD as adults than individuals in a matched comparison group, 2) to examine the prevalence of exposure to specific types of traumatic events, and 3) to determine the extent to which the linkage between childhood abuse and neglect and

PTSD is a function of other risk factors often associated with childhood victimization. Since family, individual child, and lifestyle risk factors have been associated with increased risk for PTSD, the purpose of the third goal is to test the hypothesis that the relationship between childhood victimization and PTSD will persist even when the contributions of family, individual child, and lifestyle risk factors are controlled.

► METHOD

Subjects

The data for the present article are from a large research project based on a prospective cohorts design study (25, 26). Abused and/or neglected children were matched with nonvictimized children and followed prospectively into young adulthood. The prospective nature of this study allows some issues of causality to be examined and helps to disentangle the effects of childhood victimization from other potentially confounding effects. Because of the matching procedure, the subjects are assumed to differ in the risk factor (that is, having experienced childhood sexual or physical abuse and/or neglect). Since it is not possible to randomly assign subjects to groups (and obviously, this could not be done), the assumption of equivalency for the groups is an approximation. For complete details of the study design and subject selection criteria, see Widom (27).

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In the first phase of this research, a large group of children who were abused and/or neglected approximately 20 years earlier were followed up through an examination of official criminal records and compared with a matched group of children (28). The abused and/or neglected group was composed of victims of substantiated childhood physical and sexual abuse and/or neglect whose cases were processed during the years 1967 through 1971 in the county juvenile or adult criminal court (situated in a metropolitan area in the Midwest). These are cases of early child abuse and/or neglect, restricted to children who were 11 years of age or less at the time of the abuse or neglect incident.

Physical abuse cases included injuries such as bruises, welts, burns, abrasions, lacerations, wounds, cuts, bone and skull fractures, and other evidence of physical injury. Sexual abuse cases varied from those involving relatively nonspecific charges of "assault and battery with intent to gratify sexual desires" to more specific ones of "fondling or touching in an obscene manner," sodomy, incest, and so forth. Neglect cases reflected a judgment that the parents' deficiencies in child care were beyond those found acceptable by community and professional standards at the time. These cases represented extreme failure to provide adequate food, clothing, shelter, and medical attention to children.

A matched comparison group was established. Children who were under school age at the time of the abuse and/or neglect incident were matched with children of the same sex, race, date of birth (within 1 week), and hospital of birth through the use of county birth records. For children of school age, records of more than 100 elementary schools for the same time period were used to find matches with children of the same sex, race, date of birth (within 6 months), same class in same elementary school during the years 1967 through 1971, and home address. Overall, there were matches for 74% of the abused and

neglected children.

The second phase of the research involved the tracing, locating, and interviewing of the abused and/or neglected individuals (20 years after their childhood victimization) and comparison subjects. Two-hour follow-up interviews were conducted between 1989 and 1995. The interview consisted of a series of structured and semistructured questions and rating scales, measures of IQ and reading ability, and a psychiatric assessment.

Interviewers were blind to the purpose of the study, to the inclusion of an abused and/or neglected group, and to the participants' group membership. Similarly, the subjects were blind to the purpose of the study. Subjects were told that they had been selected to participate as part of a large group of individuals who grew up in the late 1960s and early 1970s. Subjects who participated signed a consent form acknowledging that they were participating voluntarily.

Of the original group of 1,575, 1,307 subjects (83%) have been located and 1,196 (76%) interviewed. Of the people not interviewed, 43 were deceased (before interview), eight were incapable of being interviewed, 268 were not found, and 60 refused to participate (a refusal rate of 3.8%). The findings reported here are based on 1,196 subjects (676 abused and/or neglected and 520 comparison subjects).

Comparison of the current follow-up group with the original group indicated no significant differences in terms of percent male, white, abused and/or neglected, poverty in childhood census tract, or mean current age. The interviewed group (follow-up group) was significantly more likely to have an official criminal arrest record than the original group of 1,575 (50% in the current group versus 45% in the original group; $z=3.9$, $p<0.01$). However, this is not surprising, since people with a criminal history are generally easier to find, in part because they have more "institutional footprints" to assist in locating them.

Approximately half the group (48.7%) were women, and about two-thirds (62.9%) were white. At the time of interview, the average age of the participants was 28.72 years ($SD=3.84$, range=18–40). There were no differences between the abused and neglected group and comparison subjects in terms of gender, race/ethnicity, or age. The average highest grade of school completed for the group was 11.47 ($SD=2.19$, range=5–26). The group is skewed toward the lower end of the socioeconomic spectrum. The median occupational level (29) for the group was semiskilled workers, and less than 7% were in levels 7–9 (managers through professionals).

Diagnostic Assessment

The National Institute of Mental Health Diagnostic Interview Schedule (DIS) (30) was used to assess PTSD. The DIS section on PTSD begins with a question in which several typical PTSD events are mentioned and respondents are asked whether any of these events has ever happened to them. The description of traumatic events follows closely the DSM-III-R text and uses examples from that definition. A report of an event that does not fit the stressor definition (e.g., illness, divorce) is excluded from further inquiry, and the respondent is asked whether he or she has experienced another event of the sort described in the question. A respondent's report of a PTSD-type event is followed by questions

about the occurrence of PTSD symptoms after the event. Up to three qualifying events are investigated as to their PTSD sequelae. "Lifetime" prevalence is the proportion of the group who ever experienced PTSD, and "current" refers to the proportion who experienced PTSD sometime within 12 months before the interview. An earlier version of the DIS PTSD module was reported to have acceptable reliability (31) and construct validity (32). In a group of psychiatric inpatient veterans, Breslau and Davis (31) reported fairly strong interjudge agreement (laypersons and psychiatrists) for subjects who did and did not receive diagnoses of PTSD.

Statistical Analyses

Categorical variables were tested for significance with chi-square analyses and, when appropriate, Fisher's exact tests. Odds ratios (and 95% confidence intervals [CIs]) are reported for univariate analyses. Logistic regression is an appropriate statistical technique for examining the effects of a predictor variable on a dichotomous dependent variable (e.g., PTSD diagnosis). Ordinary least squares regression analysis was used to estimate the adjusted risk for the number of lifetime PTSD symptoms; family, individual child, and lifestyle risk factors were controlled. The number of subjects varied slightly in each analysis because of missing data. Statistical significance was set at 0.05.

► RESULTS

Childhood Abuse and Neglect and PTSD

Lifetime and current prevalence rates for DSM-III-R PTSD are presented in Table 1 for the abused and neglected group as a whole, separately for individuals who experienced physical abuse, sexual abuse, or neglect, and for comparison subjects. As a group, significantly more of those who had been abused or neglected in childhood met the criteria for lifetime and current PTSD than those in the comparison group. The odds of an abused and neglected child developing PTSD were 1.75 times higher than the odds for a matched comparison subject. Increased risk for lifetime PTSD was also manifest for subjects who experienced the three specific types of abuse and neglect: any physical abuse (odds ratio=1.90), any sexual abuse (odds ratio=2.34), and any neglect (odds ratio=1.72). (Since abused and neglected children may have experienced more than one form of abuse or neglect, these categories are not mutually exclusive, and the numbers reflecting the individual types of abuse and neglect do not add up to the total number of abused and neglected children.) As adults, abused and neglected children are also at increased risk for current PTSD. For the purposes of this article, however, subsequent results are reported for lifetime PTSD only.

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Exposure to Traumatic Events

These results have shown that childhood victimization increases a person's risk for PTSD. A critical

question is whether the qualifying event that was the basis for the development of PTSD was the original documented case of child abuse or neglect or a subsequent event or events. [Table 2](#) displays the prevalence of exposure to specific types of traumatic events. Of the people who reported exposure to any traumatic event, 55.7% (N=397) reported one event, 26.2% (N=187) reported two events, and 18.1% (N=129) reported three events. Of these, almost half the abused and neglected children (48.9%, N=211) reported exposure to two or more qualifying events, in contrast to 37.3% (N=105) of the comparison subjects. Victims of childhood sexual abuse (74.0%, N=71) and physical abuse (71.8%, N=79) reported the highest rates of exposure to traumatic events, although neglected children also reported significantly higher rates of exposure (62.8%, N=341) than comparison subjects (54.0%, N=281). Overall, the most common traumatic events were seeing someone hurt or killed (16.6%, N=198), physical assault (12.6%, N=151), and rape (12.0%, N=143). However, the distribution of exposure to traumatic events differed for childhood victims and comparison subjects and across types of childhood victimization. It is of interest that victims of all three specific types of abuse (physical and sexual abuse and neglect) reported significantly higher lifetime exposure to rape than comparison subjects.

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[Table 2](#) does not show the extent of qualifying events that were reported to occur in childhood (that is, during the period in which these abuse and neglect cases were processed and documented); however, these analyses were performed, and details are available from the author. Briefly, only 36.4% (N=40) of those physically abused and 35.4% (N=34) of those sexually abused reported a qualifying event in childhood (before age 13), in contrast to less than a quarter of the neglected children (22.7%, N=123) and 10.4% (N=54) of the comparison subjects. The most frequent traumatic event reported to have occurred before age 13 was rape, and this was reported by 9.0% (N=61) of the abuse and neglect group overall, 20.8% (N=20) of those sexually abused, 15.5% (N=17) of those physically abused, and 7.6% (N=41) of those neglected, in contrast to less than 1.9% (N=10) of the comparison subjects.

Factors Associated With Childhood Victimization

Abused and neglected children may also be at increased risk for PTSD because of factors other than exposure to childhood victimization, since abuse and/or neglect in childhood is often associated with increased risk for family, individual child, and lifestyle risk factors. Indeed, abused and neglected children were significantly more likely to come from families with problems (having parents who had been arrested [odds ratio=2.4] or had alcohol or drug problems [odds ratio=2.3]), families who had received welfare during the subject's childhood (odds ratio=2.7), or large families (five or more children; odds ratio=2.2). Childhood victims were also more likely to have had early behavior problems (odds ratio=1.9) and to engage in lifestyles characterized by marital disruption (separated, divorced, or widowed; odds ratio=1.8), low levels of education (less than a college degree; odds ratio=4.7), and substance abuse problems (DSM-III-R diagnosis of either alcohol or drug abuse/dependence; odds ratio=1.3). Further analyses revealed that these family, individual, and lifestyle factors were also

independently associated with increased risk for PTSD. Interactions between childhood victimization and each factor were tested; none was significant in predicting PTSD.

Adjustment of Risk for PTSD

To begin to disentangle the effects of childhood victimization from these other characteristics, the next set of analyses focused on the extent to which the association between childhood victimization and PTSD might be due to the effects of family, individual child, or lifestyle characteristics. Here, the effect of childhood victimization (abuse/neglect) as a predictor of PTSD was assessed; the other factors were controlled. The critical prediction is that if there is an independent effect of childhood victimization, then childhood abuse/neglect should remain a significant predictor of PTSD symptoms despite the introduction of covariates. Two types of analyses were undertaken: a logistic regression predicting lifetime PTSD diagnosis and an ordinary least squares regression predicting the number of lifetime PTSD symptoms.

The first part of [Table 3](#) shows the adjusted risk of child abuse and neglect as a predictor of lifetime PTSD diagnosis with eight covariates. It is striking that the significance of the childhood victimization variable disappears in this adjusted model (compare with [Table 1](#)). Significant predictors of lifetime PTSD diagnosis were behavior problems, marital disruption, and an alcohol/drug diagnosis. The variable of less than a college degree approached significance as a predictor but did not reach customary levels, suggesting that among these individuals, having a college degree may be important in lowering risk for PTSD.

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The second set of results in [Table 3](#) shows the effect of child abuse/neglect and the eight covariates on the number of PTSD symptoms. Overall, this model explains about 9% of the variation. In the ordinary least squares analysis predicting PTSD symptoms, childhood abuse/neglect remained significant despite the introduction of family, individual child, and lifestyle risk factors. On average, in the adjusted model, abuse/neglect was associated with an increase of two PTSD symptoms, holding constant the other risk factors and control variables. The following five additional covariates were significant at the <0.05 level: having a parent who was arrested or had alcohol or drug problems, having early behavior problems, having experienced marital disruption (separated, divorced, or widowed), and having a DSM-III-R diagnosis of alcohol or drug abuse/dependence. These findings suggest that certain types of environments (having criminal parents) may be especially conducive to development of subsequent PTSD symptoms, perhaps through exposure to traumatic events ([22](#)). In contrast, these results indicate that growing up in homes characterized by poverty (parents receiving welfare payments) or in a large family does not appear to be associated with increased risk for PTSD.

One final ordinary least squares regression was performed by using the specific types of childhood

victimization (any physical abuse, any sexual abuse, and any neglect) plus the eight covariates to predict the number of lifetime PTSD symptoms. Sexual abuse remained highly significant ($p < 0.001$) in predicting PTSD symptoms, whereas physical abuse ($p = 0.05$) and neglect ($p = 0.07$) were only marginally significant.

► DISCUSSION

This prospective cohorts design study has documented a significant increase in risk for PTSD for abused and neglected children who were followed up into young adulthood, in contrast to a matched comparison group. The increase in risk for PTSD was found not only in physically abused or sexually abused children, but also in those neglected. Furthermore, childhood experiences of abuse and neglect also contributed independently to a person's risk of PTSD, even when known risk factors were controlled. Unexpectedly, childhood abuse/neglect did not remain significant in the adjusted equations predicting PTSD diagnosis, whereas childhood victimization remained significant in predicting the number of PTSD symptoms. No simple explanation presents itself for these provocative findings, except that the continuous measure of PTSD symptoms provided a more fine-grained and sensitive analysis of these relationships than the dichotomous measure (diagnosis). However, one implication of these findings is whether it would be of value to reconsider the threshold for making a diagnosis of PTSD.

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Abused and neglected children often come from multiple-problem families, and these results reinforce the need to begin to disentangle consequences specifically associated with childhood victimization from other risk factors. Other forms of family dysfunction (33, 34), environmental vulnerability through exposure to events and people (22), and genetic vulnerability (35) may contribute substantially to increased risk for PTSD.

These findings are consistent with some previous studies. For example, Boney-McCoy and Finkelhor (36) found increased PTSD-related symptoms in abused adolescents, even after control for parent-child relationships. Boney-McCoy and Finkelhor found that prior psychopathology related to the emergence of PTSD but not parent-child relationship problems. It is of interest that the current results indicate that childhood behavior problems (an indicator of prior psychopathology) were a significant and robust risk factor for the development of PTSD (both diagnosis and symptoms).

One especially noteworthy finding was that neglected children were also at increased risk for PTSD. Perhaps because their injuries are not as immediately apparent as in physical or sexual abuse, neglected children may be overlooked in the provision of mental health treatment services. However, neglected children represent the largest component of official cases of child maltreatment confronting our child protective service systems today (37). Assuming that these trends continue, neglected children will also represent a substantial group of individuals manifesting PTSD in the future. Given that neglected children are also at increased risk for violent criminal behavior (24, 28), multiple pathways to PTSD are likely and warrant further investigation.

The findings in the current study indicate that about one-third of abused and neglected individuals in the group identified a traumatic (qualifying) event from childhood. Thus, another important issue is the extent to which these individuals developed PTSD subsequent to the original event (childhood abuse/neglect) or to later trauma. Although this is clearly an important question, it cannot be answered fully here, since it requires data that are not available at present. The PTSD assessment used here (DIS) asked about up to three qualifying events and did not specifically ask respondents to recollect as far back as early childhood. For many of the abused and neglected individuals in this group, the present results most likely do not represent a complete trauma history but, rather, lower-bound estimates of PTSD. Future research is planned to address this limitation.

An obvious (but intentional) omission from this article is discussion of potential gender differences in the relationship between childhood victimization and PTSD. Since examination of gender differences in consequences of childhood victimization is complicated by gender differences in the distribution of types of childhood victimization experiences and types of psychopathology and psychiatric diagnoses (38), future research will examine gender and type of childhood victimization in relation to risk for traumatic events and for the development of PTSD. Studies have also shown that sexual abuse, perhaps more than other forms of childhood trauma, leads to dissociative problems (39). The role of intervening dissociation in the later emergence of PTSD will be examined as well.

Finally, these PTSD findings represent only part of the picture of the long-term psychiatric sequelae associated with early childhood victimization. Several articles from this project have described consequences of antisocial personality disorder (23), alcohol abuse (40), and other forms of psychopathology (41). Future work will examine the extent of comorbidity of psychiatric disorders in these abused and neglected children and comparison subjects, including an analysis of the temporal ordering of the symptoms of the disorders. Abused and neglected children appear to be at risk to develop multiple problems (39), and it is possible that other disorders, such as antisocial personality disorder, are associated with increased likelihood of PTSD (21, 22, 39, 42, 43).

► FOOTNOTES

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Regular Article

Major Depression in Individuals With a History of Childhood Physical or Sexual Abuse: Relationship to Neurovegetative Features, Mania, and Gender

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► ABSTRACT

Objective: Numerous studies have linked childhood trauma with depressive symptoms over the life span. However, it is not known whether particular neurovegetative symptom clusters or affective disorders are more closely linked with early abuse than are others. In a large community sample from Ontario, the authors examined whether a history of physical or sexual abuse in childhood was associated with particular neurovegetative symptom clusters of depression, with mania, or with both. **Method:** The World Health Organization Composite International Diagnostic Interview was used to assess 8,116 individuals aged 15–64 years. Each subject was asked about early physical and sexual abuse experiences on a structured supplement to the interview. Six hundred fifty-three cases of major depression were identified. Rates of physical and sexual abuse in depressive subgroups defined by typical and reversed neurovegetative symptom clusters (i.e., decreased appetite, weight loss, and insomnia versus increased appetite, weight gain, and hypersomnia, respectively) and by the presence or absence of lifetime mania were compared by gender. **Results:** A history of physical or sexual abuse in childhood was associated with major depression with reversed neurovegetative features, whether or not manic subjects were included in the analysis. A strong relationship between mania and childhood physical abuse was found. Across analyses there was a significant main effect of female gender on risk of early sexual abuse; however, none of the group-by-gender interactions predicted early abuse. **Conclusions:** These results suggest an association between early traumatic experiences and particular symptom clusters of

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depression, mania, or both in adults. *Am J Psychiatry* 1998; 155: 1746-1752

► INTRODUCTION

Major depression is a significant health problem with very high prevalence rates, high rates of chronicity, and substantial morbidity and mortality (1–5). Research on the etiology of depression is hampered by the heterogeneous nature of this disorder. The myriad of research approaches used to study depression has also been problematic, with a tendency to separate psychosocial/life events research from biological research. The development of models that link life experiences, neurodevelopment, and psychopathology (6, 7) has been a major step forward in this regard.

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To further assess and refine etiological models of mood disorders that integrate life events and neurodevelopment, it would be important to examine whether particular experiences in early development lead to unique expressions of psychopathology over the life span. While there is now a large body of evidence that childhood physical and sexual abuse are significant risk factors for depression in all age groups (8–24), it is not known whether particular symptom clusters or subtypes of depression are more closely linked with early abuse than are others. It might be that early trauma produces adaptive changes in the CNS in a way that promotes some but not all depressive subtypes. Given the heterogeneity of major depression, linking early trauma to particular expressions of this disorder would be a substantial step forward, helping to refine our theoretical understanding of how psychosocial stress might be translated into affective disturbance, helping to identify high-risk individuals, and thus improving our ability to treat depression over time.

The overall goal of the current project was to use a large community epidemiological study to explore whether childhood physical and/or sexual abuse is associated with particular symptom clusters of major depression, with mania, or with both in individuals aged 15–64 years. We chose to focus on neurovegetative symptoms related to eating behavior and sleep and on manic depression, as there is considerable evidence that these dimensions have theoretical and clinical relevance and may reflect unique biological processes based on epidemiology, course of illness, and treatment response (25–27 and DSM-IV). The particular depressive subgroups we examined were defined by typical neurovegetative symptoms (decreased appetite, weight loss, insomnia) or reversed neurovegetative symptoms (increased appetite, weight gain, hypersomnia) and by the presence or absence of lifetime mania. The specific questions we sought to examine were as follows. 1) Is childhood physical and/or sexual abuse associated with a particular neurovegetative pattern, or patterns, of depression in later years? 2) Does having one or more lifetime episodes of depression with typical features predict a history of childhood abuse? 3) Does having one or more lifetime episodes of depression with reversed features predict a history of childhood abuse? 4) Is bipolar depression associated with childhood abuse?

On the basis of the higher prevalence rates of depression in females (28) and the different patterns of both depression and early abuse in females compared with males (28,29), gender was used as a grouping

variable throughout the study.

► METHOD

This study was a secondary analysis of data from the Mental Health Supplement to the Ontario Health Survey, a community survey of 9,953 residents of Ontario, Canada, conducted in 1990–1991. This supplement was designed to assess the prevalence of major psychiatric disorders and associated risk factors, health care utilization, and disability. A stratified, multistage sampling design was used (30). The province was divided into a number of enumeration areas, and households were sampled from each area. One individual, aged 15 years or older, was randomly selected from each household to be the respondent. Individuals living in institutions or on native reserves were excluded. A response rate of 76.5% was achieved. Because subjects over the age of 64 were administered a shortened version of the original questionnaire, they were not included in the current study. The overall sample from which our subjects were identified thus included 8,116 respondents aged 15–64 years.

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Because this was a project funded by the provincial government and implemented by Statistics Canada (equivalent to the U.S. Census Bureau), standard provincial and federal procedures were followed for informing participants about the study. Before interviewer contact, an official letter was sent to each prospective respondent that described the nature of the project, the fact that participation was voluntary, and the federal legislation which protected confidentiality.

The Mental Health Supplement questionnaire has a number of components, including a diagnostic instrument, a series of measures to assess disability, a set of questions to measure service utilization, and basic demographic information. Individuals were interviewed face-to-face for 1–2 hours by specially trained lay interviewers. The diagnostic instrument we used, the World Health Organization Composite International Diagnostic Interview, is a structured interview based on the National Institute of Mental Health Diagnostic Interview Schedule and the Present State Examination and has good reliability and validity (31). The version used here, the UM-Composite International Diagnostic Interview, had been modified and further field tested (32). Major diagnoses surveyed included anxiety disorders, affective disorders, eating disorders, psychotic disorders, substance abuse, and antisocial personality disorder, according to the DSM-III-R criteria. The Composite International Diagnostic Interview systematically records the symptoms of each potential disorder, and both current and lifetime diagnoses are delineated.

Childhood abuse was assessed with the use of a self-report questionnaire developed specifically for the Mental Health Supplement (29). The questionnaire consisted of seven questions related to physical abuse and four related to sexual abuse (appendix 1). The sexual abuse questions were derived from the National Population Survey, a Canadian survey on sexual abuse described elsewhere (33). During the administration of the Composite International Diagnostic Interview, respondents were asked to complete the self-report questionnaire and place it in a sealed envelope coded with only an identification number for confidentiality.

Analysis

Only subjects in the 15- to 64-year age range who met the criteria for current or lifetime major depression were included in the current analysis. As an initial step to examine possible associations between neurovegetative patterns of depression and childhood abuse, each depressed subject was assigned to one of four neurovegetative groups as follows (34).

1. Subjects in the typical-symptom group positively endorsed each of the three items "decreased appetite," "weight loss," and "insomnia (initial, middle, or late)" on the Composite International Diagnostic Interview section for major depression (current or lifetime).
2. Subjects in the reversed-symptom group positively endorsed each of the three items "increased appetite," "weight gain," and "hypersomnia" on the Composite International Diagnostic Interview section for major depression (current or lifetime).
3. Subjects in the neither-symptom group had major depressive episodes, current or lifetime, but did not meet the criteria for either the typical- or the reversed-symptom group.
4. Subjects in the fluctuating-symptom group experienced both typical and reversed major depressive episodes over time and met the criteria for both the typical- and reversed-symptom groups.

The rationale for including four as opposed to two depressive subgroups based on neurovegetative symptoms was our recent finding that in this community sample, many of the differences across these four groups were due to the unique characteristics of the neither-symptom and fluctuating-symptom groups (34). The fluctuating-symptom group accounted for one-third of all individuals with a lifetime history of depression with reversed features and had particularly high levels of mania, panic attacks, substance abuse, bulimia, antisocial features, and health care utilization, consistent with a high degree of mood dysregulation and overall psychopathology in this group. The neither-symptom group was the largest of the four groups and had the lowest rate of serious psychopathology.

To limit the number of independent variables in the analysis, the item asking whether the subject had ever been slapped or spanked was eliminated on the basis of extremely high positive endorsement rates in all identified subgroups. The item asking whether the subject had ever been choked, burned, or scalded was endorsed extremely rarely and was excluded on this basis. This left five physical abuse and four sexual abuse variables for subsequent analyses. For the five physical abuse variables, each item was scored 3 (often) to 0 (never), and a physical abuse total score of 0–15 was calculated by summing the scores across the five items. The sexual abuse items were dichotomized into responses of yes (score=1) or no (score=0) on the questionnaire itself, creating a sexual abuse total score ranging from 0 to 4 for a given subject. For each analysis, when incomplete data made it impossible to assign a group for a given subject, the subject's data were removed from this step. This led to some differences in sample sizes across analyses.

Statistical Procedures

To assess possible associations between subtypes of depression and childhood abuse experiences, the four key study questions were analyzed as described below. For each question, two main analyses were completed, one in which the physical abuse total scores were used as the dependent variable and another

in which the sexual abuse total scores were used. Gender was used as a grouping variable for all analyses.

1. Do the four depressive subgroups, as defined by neurovegetative symptoms, exhibit different rates of childhood physical and/or sexual abuse? Subjects in each of the four neurovegetative subgroups of depression were compared by using a 4 (neurovegetative group) by 2 (gender) analysis of variance (ANOVA). Post hoc tests were done by using Tukey's test of honestly significant difference.
2. Does having one or more episodes of depression with typical features over the lifetime predict a history of childhood abuse? Subjects in the typical-symptom and fluctuating-symptom groups were combined (group with typical episodes) and compared with individuals in the reversed-symptom and neither-symptom groups combined (group without typical episodes) by means of a 2 (group) by 2 (gender) ANOVA.
3. Does having one or more episodes of depression with reversed features over the lifetime predict a history of childhood abuse? Subjects in the reversed-symptom and fluctuating-symptom groups were combined (group with reversed episodes) and compared with individuals in the typical-symptom and neither-symptom groups combined (group without reversed episodes) by means of a 2 (group) by 2 (gender) ANOVA.
4. Is bipolar depression associated with early abuse? For this step, subjects were designated as with or without mania (current or lifetime) and compared by means of a 2 (group) by 2 (gender) ANOVA; the four neurovegetative groups were not differentiated at this step.

To correct for multiple comparisons, the level of significance for all analyses was set at $p < 0.01$.

► RESULTS

Patient Characteristics

Of the total sample of 8,116 individuals, 653 (8.0%) met the criteria for major depression, current or lifetime. With respect to neurovegetative subgroups, 346 (53.0%) were classified as having neither typical nor reversed symptoms, 195 (29.9%) as having typical symptoms only, 74 (11.3%) as having reversed symptoms only, and 38 (5.8%) as having both types of symptoms (fluctuating) (34). Table 1 summarizes the demographic characteristics of the four neurovegetative subgroups by gender. The only significant difference across the neurovegetative subgroups was in the marital status of female subjects. A detailed summary of the characteristics of each of the four subgroups with respect to demographics, comorbidity, disability, and health care utilization, is available in a previous report (34).

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Sixty-three subjects with a history of depression also met the criteria for an episode of mania, 562 did not, and 28 had incomplete or missing data for this section of the Composite International Diagnostic Interview.

Early Abuse and Neurovegetative Patterns of Depression

On question 1 ([table 2](#)), for physical abuse, the main effect of neurovegetative group was significant, while the main effect of gender and the group-by-gender interaction were nonsignificant. Post hoc tests comparing the individual groups revealed significant differences between the reversed-symptom and neither-symptom groups and between the fluctuating-symptom and neither-symptom groups. For sexual abuse, there was a significant main effect of female gender.

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On question 2 regarding typical depressive episodes ([table 3](#)), for both physical abuse and sexual abuse, the main effect of group and the group-by-gender interaction were nonsignificant. There was a significant main effect of female gender for sexual abuse.

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On question 3 regarding reversed depressive episodes ([table 4](#)), a significant main effect of group was found for both physical and sexual abuse; the data indicate higher abuse scores among individuals with a history of a reversed-symptom depressive episode. There was a main effect of female gender for sexual abuse. Both of the group-by-gender interactions were nonsignificant.

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Early Abuse in Bipolar Depression

On question 4 ([table 5](#)), for physical abuse, the results indicate a strong main effect of group, but not of

gender, suggesting that individuals with a lifetime history of major depression and mania have a significantly greater rate of childhood physical abuse than do other depressed subjects. The interaction of group and gender was nonsignificant. For sexual abuse, the main effect of female gender was significant.

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Early Abuse in Nonmanic Depression With Reversed Features

To extend the results described above, we decided to add a fifth question post hoc, i.e., when only depressed subjects without a history of a manic episode are considered, is having one or more episodes of depression with reversed features associated with childhood abuse? We hoped to remove the data of subjects with probable anergic bipolar depression (35) in this analysis, creating a more homogeneous "nonmanic" group with reversed features.

With respect to physical abuse, a strong main effect of group was once again found ($F=15.74$, $df=1$, 534, $p<0.001$), indicating that depression with reversed features is associated with early traumatic experiences independent of lifetime mania. For sexual abuse, removal of manic patients' data accentuated the differences between the groups with and without reversed-symptom episodes ($F=15.72$, $df=1$, 526, $p<0.001$) despite the decrease in sample size. The main effect of female gender was significant for sexual abuse ($F=20.21$, $df=1$, 526, $p<0.001$); the group-by-gender interactions were nonsignificant.

► DISCUSSION

The current study is the first to assess the relationship between childhood abuse and particular expressions of major depression in later years. We found that for both men and women, having a childhood history of either physical or sexual abuse was associated with a higher risk of depressive episodes with reversed neurovegetative features, whether or not individuals with mania were considered. A strong relationship between mania and childhood physical abuse was also found. These are novel findings and suggest a potential focus for future work on the transduction of early stress into affective disturbances over the life span. Clinically, the current findings validate the subtyping of depression based on symptom profiles and help to identify a subgroup of individuals who are more likely to require a multifaceted treatment approach. The results may also help explain why many depressed patients with reversed symptoms have a particularly chronic course (27, 36–38). Given the personal and societal costs of affective disorders (1–5), these results emphasize the need for early identification and intervention for children and adolescents at high risk for abuse.

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Reversed Neurovegetative Features of Depression and Early Trauma

The most striking finding in this study was a strong relationship between early traumatic experiences and depression with reversed neurovegetative features. This finding was not simply attributable to reversed symptoms in the context of manic depression, since removal of data on manic subjects actually accentuated this association. This finding was also not solely attributable to severity of psychopathology, since having an episode of typical depressive symptoms was not associated with increased rates of abuse, even in comparison with the neither-symptom group; typical symptoms of depression are generally associated with a high degree of psychiatric morbidity (27).

Understanding the long-term vulnerability factors that promote depression over the life span is a high priority for both researchers and clinicians. Models of affective disorders that link stressful life experiences, neurodevelopment, and psychopathology (6, 7) have been a major step forward in this regard. The current findings, by linking a set of early experiences to particular expressions of psychopathology in later years, provide at least preliminary support for such models. Prior research showing that depression with reversed features had an early age at onset (37–42) and frequent exacerbations (27, 36–38) is also highly congruent with these models.

Why might early trauma predispose more to reversed neurovegetative symptoms than to other expressions of depression? While it is premature to speculate pending further research, there is a large body of work with animals indicating that early experience can have a profound effect on the development and expression of neurobiological systems and the behaviors they mediate (43–46). This work may extend to human psychiatric populations, including individuals with a history of child abuse (47). More research is needed to explore the possible links between early trauma, particular biological and/or psychological markers, and the clinical expression of depression over the life span.

Manic Depression and Early Trauma

In trying to understand the nature of the relationship between early trauma and manic depression in particular, a number of sociological and pathophysiological issues must be considered. In families with one or more parents with bipolar disorder, one must consider the combined effects of genetic loading for psychopathology and the likelihood of abuse based on parental illness and/or a disruptive family environment. In light of recent reports of very high comorbidity rates for attention deficit disorder with hyperactivity and adolescent mania (25, 48–51), one possible interpretation of the current data is that many children who later develop bipolar disorder act in an impulsive manner that could promote harsh discipline and physical abuse from caregivers (52, 53). It is possible that early trauma is associated with exaggerated cycles of high and low arousal that contribute to mood instability over time by permanently changing brain physiology (6, 54–56). Whatever the direction of causality linking physical abuse to mania, the current results strongly support the need for early identification and intervention in this high-risk group.

Limitations of the Study

A number of methodological limitations merit consideration. While our use of a community-based sample may have helped avoid the bias inherent in clinic-based research, all of the information gathered was based on retrospective reporting, a potential problem for lifetime diagnoses and for the disclosure of

information regarding abuse. However, a recent review by Rutter and Maughan (57) suggests that retrospective self-reports regarding abuse are more likely to be biased toward underreporting than exaggeration.

The choice of diagnostic instrument may be problematic. Of particular relevance to the current study, the Composite International Diagnostic Interview is limited by its failure to diagnose either bipolar II disorder or cyclothymia. If many individuals with reversed neurovegetative symptoms do in fact fall into this "soft bipolar" subcategory (58), the current data would likely underestimate the link between early trauma and bipolar-spectrum mood disorders.

Notwithstanding these potential limitations, the current project is the first to link early abusive experiences to particular neurovegetative symptoms of depression and/or mania in adults. Much work is needed to replicate these findings and to work out the developmental pathways that connect early traumatic experiences to particular symptom patterns over time. In future work in this area, it will be important to consider intervening variables, such as social class and support systems, and whether particular types of abuse lead to unique expressions of depression.

At a clinical level, our data emphasize the importance of routine inquiry regarding early trauma and specific neurovegetative symptom clusters in the assessment of depressive illness. This approach may help clinicians identify patients more likely to require multimodal treatment strategies and thus help decrease the morbidity associated with mood disorders over the life span.

APPENDIX 1. Physical and Sexual Abuse Items on the Self- ► Report Questionnaire Addendum to the Ontario Health Survey

When you were growing up, how often did any adult do *any* of the things on this list to you?

Pushed, grabbed, or shoved you

Threw something at you

Slapped or spanked you

Kicked, bit, or punched you

Hit you with something

Choked, burned, or scalded you

Physically attacked you in some other way

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When you were growing up, did any adult ever do any of these things to you against your will?

Exposed themselves to you more than once

Threatened to have sex with you

Touched the sex parts of your body

Tried to have sex with you or sexually attacked you

Answer: often, sometimes, rarely, or never.

Answer: yes or no.

► FOOTNOTES

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Cynthia Lowery
Brad Keeler
DP Paper – Randy Halperin
May 5, 2002

I. Introduction

The focus of this paper is on Randy Halperin's life prior to his adoption at age five. We met with Randy twice, once to obtain his perspective on his life prior adoption, and once to explain to him our findings. When we met with Randy, he informed us of some of the things that had happened to him since last semester's students met with him. For example, Randy has come into contact with his biological mother, Annie Lester. He and Ms. Lester have corresponded via mail for approximately the last few months. Ms. Lester is currently married and is domiciled in Argyle, Texas. However, Ms. Lester resides at a drug rehabilitation center in Euless, Texas called the American Indian Center. Her parole officer's name is Beverly Ennis.

After a recollection of the facts of Randy's life prior to his adoption at age five, this paper will discuss what further research is needed. Finally, this paper will include a brief discussion of the research done on the behavioral and mental status of abused children as they grow into adulthood. There is also a list of contact information including all relevant addresses and phone numbers for persons contacted in connection with this paper.

II. Randy's Facts

Randy is not sure of where his family resided during all of his young years but is sure that his brother, Wesley, was born in Denton and that the family lived there at that time and afterwards until the boys were adopted.

Randy remembers some aspects of abuse as a child. He remembers his biological father, whose full name is Bob Randall Whitfield, abusing him frequently. For example, Randy remembers being pushed out of a window by his father and Randy remembers an incident with a glass baby bottle. This incident with the baby bottle caused the scar on Randy's right wrist. During this time, Randy also remembers being left alone at a laundry mat for what seemed like a long time. However, he did not recall the exact length of time he was there alone.

After Wesley's birth, Bob Randall Whitfield and Annie Lester (at that time her last name was Whitfield) separated and divorced. Randy remembers his mother moving in with a guy named Jimbo. Jimbo was also extremely violent. For example, Randy remembers Jimbo pushing him down the stairs at their home. Randy also remembers that Jimbo often physically abused Randy's biological mother. One time during this rash of abuse, Randy threw a block at Jimbo and sprayed Jimbo with bug spray.

After Randy was removed from his mother's care, he recalled living in two foster homes but could not recall the names of the families whose care he was entrusted to. Randy did remember that the second foster home was in Dallas and that, while living there, he visited a Dallas elementary school.

III. Annie Lester's Facts

As you can see, Randy, understandably, has limited memory regarding his life prior to adoption. Therefore, we contacted Ms. Lester at the American Indian Center. Ms. Lester agreed to meet with us and we went to visit her there. While she currently resides at the Center, Ms. Lester is employed at the local Whataburger and is planning on being released to return home to Argyle, Texas during the month of April.

Ms. Lester's maiden name is Hammons. She has been married at least twice, once to Mr. Whitfield and once to her current husband. Ms. Lester was contacted in June of 2001 by an investigator for the district attorney's office named KD Adley. This was how she came to realize that she was Randy Halperin's mother and, subsequently, she contacted Randy.

Ms. Lester attempted to recall some of the events from Randy's childhood. She stated however, that while she was married to Randy's biological father, Bob Randall Whitfield, she worked and Mr. Whitfield stayed at home with Randy. At that time, Ms. Lester claims that she was clean from drugs and alcohol. After Mr. Whitfield and Ms. Lester divorced, they had joint custody of the kids. We got the impression however that this custody arrangement was not based on a formal court order but was more by agreement between the parties. Ms. Lester said that while their custody was joint, Mr. Whitfield took care of the kids more than she did.

Ms. Lester did not speak of any abuse of Randy on her part. However, she recalled the following specific circumstances with respect to abuse by Mr. Whitfield: 1) When Randy was 9 months old, he was left in a dark room during the day while Ms. Lester worked. He had bruises all over his body when Ms. Lester found him, 2) Randy was often beaten and burned with cigarettes, 3) When Randy was 1 year old, his grandparents on his father's side were visiting (Bob and Shirley Whitfield, deceased). His grandfather threw him from the kitchen into the living room bouncing Randy off the wall, 4) When Randy was 3, he and his father lived upstairs in an apartment building and Randy fell out of the window. While Mr. Whitfield claimed Randy fell out of the

window, Ms. Lester said that Randy recalled that his father pushed him out of the window.

The family never lived in Collin County or in McKinney, Texas. Randy was born in a clinic in McKinney, Texas and was delivered by a physician by the name of Dr. Michaels. However, Randy and his biological parents did not reside in McKinney before or after his birth. They resided in Denton County, Texas at least until his adoption at age five. Randy's scar on his wrist was caused from a glass baby bottle but it was an accident and was not abuse. He fell and broke the bottle and cut his wrist. This injury required attention at the hospital which was, at that time, Westgate Hospital. The hospital is now called Denton Regional Medical Center. Randy got stitches for the cut.

Randy's injuries from the abuse were never serious enough to warrant medical attention but Wesley's were one time. Ms. Lester took Wesley to the Denton County Health Clinic and that is when CPS became involved with the children. Ms. Lester was also abused by the men. She recalled that Jimbo (whose name is Jim Willingham) threatened to kill her and once time shot a gun at her but the bullet hit the mattress next to her instead. Jim Willingham also abused Randy and when the case went to CPS, he threatened to kill Ms. Lester unless she lied and said she abused the kids.

Ms. Lester's brother and his wife had custody of both children for awhile. Their names are Johnny and Mary Hammons. The Hammons wanted to adopt the kids but they were in danger due to Jim Willingham's line of work. Jim Willingham was a dope dealer (Brad got the impression it was crystal methamphetamine). Mr. Willingham was killed while in prison for ratting out some dealer friends. These people were after Ms. Lester and the kids as well so Ms. Lester decided that she had to put the kids up for adoption to

an unknown family so that the kids would be safe. The Halperins did not want Randy but Ms. Lester would not sign the adoption papers until they agreed to keep the boys together.

Ms. Lester was physically abused by both Bob Randall Whitfield and by Jim Willingham. Ms. Lester said that, if necessary, she would be willing to testify on Randy's behalf. She said she would do anything necessary to help Randy – she seems genuine in feeling guilty and bad for the treatment of Randy when he was a child in her care. Ms. Lester knows that Mr. Whitfield has remarried but does not know his wife's name nor if they are still married. However, she knows he lives in or near Argyle, Texas.

We spoke to Mr. and Mrs. Hammons during our research. However, the Hammons felt somewhat conflicted about discussing Randy with us because they have a son who is a Denton County police officer. However, Mrs. Hammons did tell us that her son saw Randy's biological father at a local Wal-Mart in Denton. In addition, her son was contacted by Mr. Adley, the prosecutor's investigator. Mr. Adley informed him that Bob Randall Whitfield currently resides in Roanoke, Texas. However, we have not been able to find Mr. Whitfield there as of yet. Mrs. Hammons did tell us that she never eye-witnessed any abuse of Randy or of Wesley and that she nor her husband knew of any abuse by Ms. Lester.

Finally, we spoke with the prosecutor's investigator, KD Adley. Mr. Adley was not very forthcoming with any information about the case, as was expected. However, Mr. Adley offered to contact Randy's biological father and give him our contact information so that Mr. Whitfield could contact us if he wished. We have not heard from Mr. Whitfield as of yet.

IV. What we need to do

- 1) Get the CPS files. We thought we might be able to get these but had no luck.
- 2) Get Gladney House files. We have contacted the Gladney House and are awaiting a return call.
- 3) Get DA's pre-adoption files.
- 4) Get medical records from birth and from visit to Denton Regional Medical Center.
- 6) Talk to Bob Randall Whitfield.
- 7) Get police records on Jim Willingham and on Bob Randall Whitfield (may not exist for Mr. Whitfield). We tried to find these using Denton County's web site and other resources but had no luck.

V. Contact Information

Gladney House Attorney
Heidi Cox
(817) 922-6043
Main Number (817) 922-5955

Wesley Halperin
(817) 571-8853

Denton Regional Medical Center Medical Records
(940) 384-3350

Collin County Health Care Services (in order to find doctor who delivered Randy)
825 N. McDonald Street
McKinney, Texas 75069
(972) 548-5500

K.D. Adley
District Attorney Investigator
(214) 653-3776

Annie Lester
P.O. Box 314
Argyle, Texas 76226
(940) 464-0033

American Indian Center
2219 Euless Blvd.
Euless, Texas 76040
(817) 545-9555 (front desk – cannot take messages for the person and cannot confirm or deny if the person is a resident there)
(817) 283-9979 (pay phone – usually residents answer but they are pretty good about getting messages to the other residents)

Bill Waybourn
Chief – Dalworthington Gardens
2600 Roosevelt Drive
Dalworthington Gardens, Texas 76016
(817) 274-7368

Beverly Ennis
Annie Lester's parole officer
(817) 831-3404

Johnny and Mary Hammons
(940) 387-9998

VI. Research on Abused Children

Several studies have attempted to determine the effects of abuse on children as they grow into young adults. According to the Federal Bureau of Investigations, twenty-seven percent of violent crime occurs between family members and forty-eight percent of violent crime occurs between acquaintances. It is speculated that a majority of this violence occurs in the home where children may be the target or may be a witness.

There is substantial evidence in the world of child psychology that abused and neglected children often grow up to have a host of psychological problems as a result of the abuse when they were children. For example, there are various sources that explain

that often children who are abused later forget what has happened to them. While this may be the result of some type of splitting of the psyche, it is more often than not, a result of the stunted growth of the mind and feelings about the abuse.

One author suggests that since the child's normal reactions to injury are stunted due to lack of parental response or a negative parental response, the child often associates abuse with normal behavior and does not recollect these events as being atrocious or even offensive.

However, this author points out that when the feelings of pain and anger are not allowed to be expressed during the action that causes the anger, children often later, as young adults, express these feelings in other destructive acts, including acts against other people as well as self-destructive acts. In addition, it is often suggested that children who are abused are more likely to become child abusers when they are placed in the care-giving role later in their lives.

VII. Attachments

The following research and documents are attached as exhibits to this paper for the reader's viewing:

Exhibit 1: Fall 2001 DPP Students' Memorandum on the first five years of Randy Halperin's life.

Exhibit 2: Denton criminal court records on Anna Marie Lester, Randy's biological mother.

Exhibit 3: Denton probate court records on Anna Marie Lester.

Exhibit 4: Denton jail records for Anna Marie Lester accompanied by a mug shot of Ms. Lester.

Exhibit 5: Denton criminal court records for Bob Whitfield (searched this name – do not know if this is Randy’s biological father).

Exhibit 6: Denton civil court records for Bob Whitfield (searched this name – do not know if this is Randy’s biological father).

Exhibit 7: The Untouched Key, By Alice Miller.

Exhibit 8: Violence and Childhood: How Persisting Fear Can Alter the Developing Child’s Brain, By Bruce D. Perry, M.D., Ph.D.

Exhibit 9: Relationships between Early Experiences and Long Term Functioning: The Role of Affect Development in Adjudicated Adolescent Males, By Maconda Brown O’Connor, Ph.D.; Duane Runyah, Ph.D; Gretchen Walter, MA, LPC; Jana Rubenstein, Med, LPC; and Bruce D. Perry, M.D., Ph.D.

Exhibit 10: Memories of Childhood Abuse: Dissociation, Amnesia, and Corroboration, By James A. Chu, M.D.; Lisa M. Frey, Psy.D.; Barbara L. Ganzel, Ed.M., M.A., and Julia A. Matthews, Ph.D., M.D.

Exhibit 11: Posttraumatic Stress Disorder in Abused and Neglected Children Grown Up, By Cathy Spatz Widom, Ph.D.

Exhibit 12: Major Depression in Individuals With a History of Childhood Physical or Sexual Abuse: Relationship to Neurovegetative Features, Mania, and Gender, By Robert D. Leviathan, M.D.; Sagar V. Parikh, M.D.; Alain D. Lesage, M.D.; Kathleen M. Hegadoren, Ph.D.; Martha Adams, M.D.; Sidney H. Kennedy, M.D.; and Paula N. Goering, Ph.D.

Exhibit 13: The Consequences of Child Maltreatment: A Reference Guide for Health Practitioners, By The National Clearinghouse on Family Violence for Canada.

Exhibit 14: Child Abuse and Neglect, By The National Clearinghouse on Family Violence for Canada.

Exhibit 15: The Role of Childhood Interpersonal Trauma in Depersonalization Disorder, By Daphne Simeon, M.D.; Orna Guralnik, Psy.D.; James Schmeidler, Ph.D.; Beth Sirof, M.A.; and Margaret Knutelska, M.A.

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This article has been cited by other articles:

- Brodsky, B. S., Oquendo, M., Ellis, S. P., Haas, G. L., Malone, K. M., Mann, J. J. (2001). The Relationship of Childhood Abuse to Impulsivity and Suicidal Behavior in Adults With Major Depression. *Am. J. Psychiatry* 158: 1871-1877 [[Abstract](#)] [[Full Text](#)]
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EXHIBIT

13



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The Consequences of Child Maltreatment: A Reference Guide for Health Practitioners

Home

Consequences of Child Maltreatment*

Introduction

There is a tendency for people to view the effects of maltreatment as less serious if the impact appears to be temporary and disappears in the course of a child's development. Browne and Finkelhor (1986) make a strong argument against this perception of maltreatment.

An Overview of Child Maltreatment

Consequences of Child Maltreatment

Adult traumas such as rape are not assessed ultimately in terms of whether or not they will have an impact on old age. They are acknowledged to be painful and alarming events whether their impact lasts for one year or ten. Similarly, childhood trauma should not be dismissed because no long-term effects can be demonstrated... abuse needs to be recognized as a serious problem of childhood if only for the immediate pain, confusion and upset that can ensue (emphasis added; p. 22).

Reporting Issues for Health Practitioners

Conclusion

Child maltreatment is not, however, a short-term crisis in a child's life. Although children removed from violent homes or leave home to live on their own, the effects of experiencing abuse in their childhood follow them through life. Child maltreatment can affect all areas of a child's life, including the following:

Notes

Bibliography

Appendix A: Additional Resources

- Psychological
- Physical
- Behavioural
- Academic
- Sexual
- Interpersonal
- Self-perceptual
- Spiritual
- Subsequent Violence

*For simplicity, the consequences of physical, sexual and emotional abuse, neglect and witnessing family violence will be presented together as one category.

Psychological Consequences

Child maltreatment may permanently alter the psychological well-being of a child. For maltreatment, children are known to display the following problems:

- extreme and repetitive nightmares²⁰
- anxiety²¹
- unusually high levels of anger and aggression²²
- feelings of guilt and shame – for sexually abused victims this can be quite severe especially if the victim experienced some degree of pleasure during part of the
- sudden phobias, such as a fear of darkness or water²⁴
- psychosomatic complaints, including stomach aches, headaches, hypochondria, faecal soiling, bed wetting and excessive blinking²⁵
- general fearfulness and a specific fear of others of the same gender as the abuser
- depressive symptoms, long bouts of sadness, social withdrawal²⁷
- self-reported social isolation and feelings of stigmatization.²⁸

After continued exposure to maltreatment, children may develop further psychological complications:

- significant increase in rates of psychiatric disorders²⁹
- dissociation, intrusive thoughts, suicidal ideation and more acute phobias³⁰
- more serious levels of anxiety, fear, depression, loneliness, anger, hostility and
- distorted cognition, such as chronic perceptions of danger and confusion, illogical thinking, inaccurate images of the world, shattered assumptions about the world, difficulty determining what is real³²
- decreased effectiveness in comprehending complex roles³³
- difficulty in thinking through or resolving social problems.³⁴

Despite the growing interest in the effects of child maltreatment, few studies have examined the long-term psychological consequences in the general population. However, it is known that adolescents and adults with a history of maltreatment are over-represented in the population and that they tend to display more psychiatric problems in adulthood, such as *Traumatic Stress Disorder* and *Major Depression*.³⁵ Additionally, such specific psychiatric disorders as *Multiple Personality Disorder* and *Borderline Personality Disorder* have been linked to child maltreatment.³⁶

Physical Consequences

In addition to the obvious physical injuries, such as broken bones, bruises and scarring, maltreatment is also related to several additional physical complications for children, including the following:

- children who have suffered serious and chronic neglect are more likely to be shorter and lighter than non-maltreated children, which has been shown to affect long-term health³⁷
- children who are physically abused (or shaken in the case of very young children) suffer permanent neurological damage, dramatically affecting their future development³⁸
- weight problems – often emerging as eating disorders³⁹
- serious sleep disturbances and bouts of dizziness when awake⁴⁰
- other stress-related symptoms, such as gastrointestinal problems, migraine headaches, difficulty breathing, hypertension, aches, pains and rashes which defy diagnosis and treatment⁴¹
- poor overall health.⁴²

Behavioural Consequences

Maltreated children are known to display the following behavioural problems:

- developmental delays⁴³
- clinging behaviour, extreme shyness and fear of strangers⁴⁴
- troubled socialization with peers – constant fighting or socially undesirable behaviour such as bullying, teasing or not sharing⁴⁵
- poor school adjustment and disruptive classroom behaviour.⁴⁶

There is a growing understanding among researchers that child maltreatment is associated with a host of behavioural problems that manifest themselves in adolescence:

- school-age pregnancy⁴⁷
- self-destructive behaviours such as self-mutilation or burning⁴⁸
- truancy and running away behaviour⁴⁹
- delinquency and prostitution⁵⁰
- early use of drugs/alcohol and substance abuse/dependence⁵¹
- eating disorders, such as anorexia, bulimia or obesity – primarily among females

victims⁵²

- suicide and suicide attempts.⁵³

Evidence suggests that many of these problems continue into adulthood and become ingrained patterns of behaviour. It is believed that in order to deal with the trauma of abused and neglected, children and youth develop such behaviours as coping strategies although these behaviours eventually become self-destructive, they are often extremely difficult to abandon. Additional behavioural difficulties may continue into adulthood

- increased aggression and violence⁵⁴
- homelessness⁵⁵
- criminal offending – crimes which are sexual in nature are often associated with abuse while violent crimes are more often linked to physical abuse⁵⁶
- chronic substance abuse/dependence.⁵⁷

Academic Consequences

One of the most destructive consequences of child maltreatment may be the detrimental effect on a child's school performance. Over and over again, research indicates that maltreated children demonstrate reduced intellectual functioning and perform very poorly in school. And poor school performance can have serious long-term consequences. Academic failure has been associated with antisocial behaviour and quitting school. These behaviours in turn increase the risk of long-term decreased productivity, long-term economic dependence and generally lower levels of satisfaction with life as adults.⁵⁸ Maltreated children may display the following:

- lower overall school performance test scores and lower language, reading and math scores⁵⁹
- grade repetitions, disciplinary referrals and a high number of suspensions⁶⁰
- working and learning at below average levels (as reported by teachers)⁶¹
- weaker orientation to future vocational and educational goals compared to non-maltreated children.⁶²

It is understandable that maltreated children will perform poorly in school. Not only do they face the obvious complications associated with a violent home life, but neglectful and abusive parents are less likely to provide an intellectually stimulating environment for the child, read to the child, supervise homework and generally become involved in their child's academic life.

Sexual Consequences

In general, maltreatment adversely affects a child's concept of sexuality, reduces his

ability to set appropriate boundaries and often instills a fear or negative perception of While the majority of sexual consequences are the result of sexual abuse, other forms maltreatment can also be sexually destructive. For example, a neglected child may se sexual intimacy very early in life in order to fulfil an unmet need for parental intimac creates a risk for teenage pregnancy or sexually transmitted diseases. The following a major sexual consequences of maltreatment reported in the literature:

- engaging in open or excessive masturbation, excessive sexual curiosity and fre exposure of the genitals⁶³
- simulated sexual acts with siblings and friends, inappropriate sexual behaviour breast or genital grabbing⁶⁴
- premature sexual knowledge, sexualized kissing in friendships and with parent

In adolescence and adulthood, maltreated children continue to display sexually malac behaviour:

- orgasmic disorders and painful intercourse⁶⁶
- promiscuity⁶⁷
- dissatisfaction with sex and negative attitudes about sex.⁶⁸

These problems are often the result of introducing a sexual component into a parent-c relationship which affected the child's sense of sexuality and intimacy. In essence, a who has suffered sexual abuse can, as a result, have difficulty distinguishing between sexual and a non-sexual relationship and therefore introduce a sexual element into all relationships.

Interpersonal Consequences

Child maltreatment can interfere with a person's ability to develop meaningful and appropriate relationships from childhood through to adulthood. Abused and neglected children are consistently rated by their peers as demonstrating socially undesirable behaviour.⁶⁹ Children displaying multiple psychological and behavioural problems c have a difficult time both developing and maintaining healthy relationships. Victimiz reduces social competence and limits empathic ability, both of which are necessary to establish satisfying relationships with others. Maltreated children have been known to display the following interpersonal problems:

- insecure attachments to parents and caregivers⁷⁰
- a loss of close friends⁷¹
- difficulty in trusting others⁷²
- relationship problems, such as overly sexualized or overly conflicted relationsh

- chronic dissatisfaction with adult relationships and fear of intimacy.74

Self-perceptual Consequences

Parental abuse undoubtedly affects the self-esteem of a child. A lack of interest in a violent attack on a child, for example, will likely lead the child to develop a sense of unworthiness. Maltreatment has been associated with distorted or extremely negative images starting in childhood and continuing throughout one's life. Maltreated children typically view themselves as bad, worthless or unlovable and may develop the following problems:

- extremely low levels of self-esteem75
- feelings of being "out of control"76
- inaccurate body images which often lead to eating disorders77
- overwhelming sense of guilt or self-blame for the abuse78
- impairment of a cohesive sense of identity79
- self-disgust, self-denigration, self-hatred.80

Spiritual Consequences

Often, children who have been abused and neglected report having lost their sense of not just a religious belief in a divine being, but also their faith in themselves, other people and the world around them. It is common for maltreated children to display what some authors have called a shattered soul or soul pain.81 Moreover, adults who have experienced maltreatment display less interest and participation in organized religion. Systematic battering, sexual abuse, emotional attacks or the long-term neglect of a child is likely to destroy his or her spirit or enthusiasm for life. While often overlooked in the literature, a shattered soul may prove to be an extremely significant long-term consequence of child maltreatment.

Subsequent Violence

Victims of child maltreatment often become further victimized as adolescents and adults and/or become violent themselves toward their own children and in intimate relationships. According to studies on the intergenerational transmission of child maltreatment, one-third of all victims grow up to continue a pattern of seriously inept, neglectful or abusive child rearing as parents; one-third do not; and one-third remain vulnerable to the effects of maltreatment depending upon social stressors in their life.82 Adults and adolescents who report a history of child maltreatment may demonstrate the following:

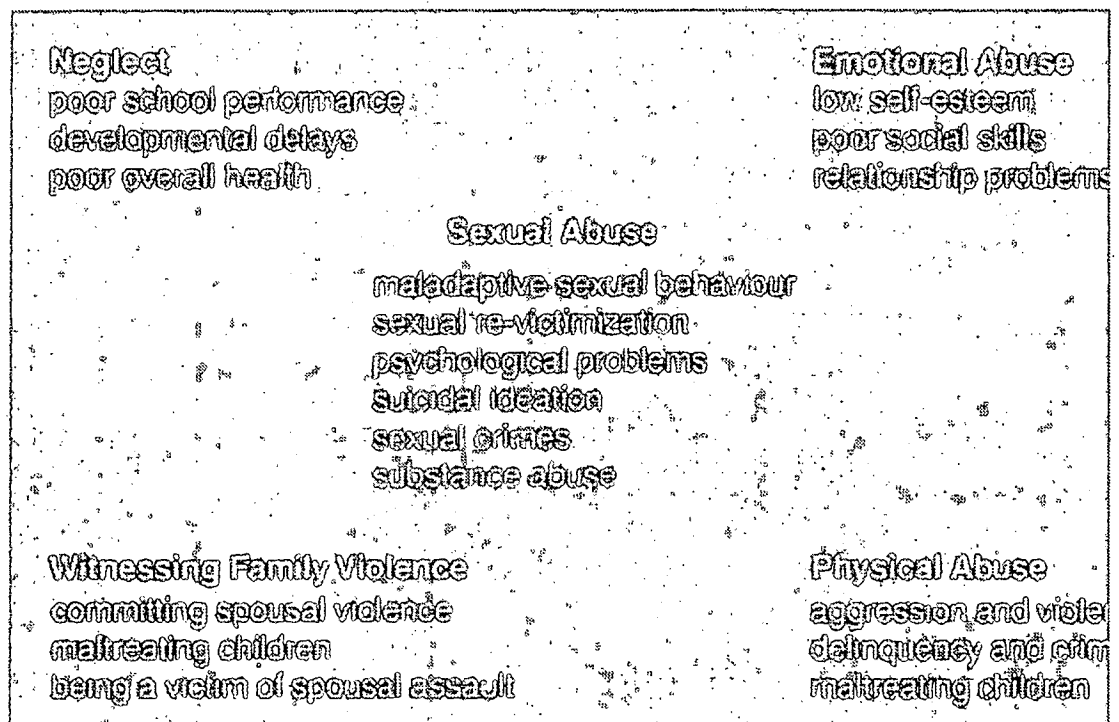
- maltreatment of their own children83
- a history of being a victim of a violent assault by a non-family member during adolescence84

- perpetrating dating violence in adolescence and/or spousal violence in adulthood
- becoming a victim of an assaultive partner (most often a male abuser) and/or the perpetrator of additional sexual assaults.⁸⁶

Generalized Consequences

While the consequences of maltreatment were discussed collectively, one can generalize a link between certain consequences and specific forms of maltreatment (Figure 3). It can be generalized that females tend to display more inward consequences, such as suicidal ideation, eating disorders, low self-esteem and psychological disorders, while males tend to display more outward consequences; such as increased aggression, delinquency and sexual abuse.

Figure 3. Generalized Consequences and Forms of Maltreatment



Factors Influencing the Consequences of Maltreatment

It has been suggested that the severity of the consequences a child experiences as a result of maltreatment are related, in part, to the following factors:

- the length of the abuse
- the severity of the abuse
- the relationship of the abuser to the victim.

Therefore, long-term severe abuse perpetrated by a parent tends to produce more detrimental effects than shorter-term, less severe abuse by a stranger. But, this is not always the case. Studies have found high rates of emotional and behavioural problems in abused children.

when the abuse was characterized as “not serious enough” to warrant intervention by welfare authorities.⁸⁷ While maltreatment may be less severe, it is often endured over a period of time. The chronic and pervasive nature of this form of abuse may impact a child's development far more than the immediate visible harm. This would suggest that families experiencing less severe maltreatment still require intervention.

**Child maltreatment, regardless of the severity,
can pose serious risks to the immediate and
long-term physical, psychological and
spiritual health of children.
Indeed, in some instances, it can be life-threatening.**

Family and Social Context

It is also often argued that the consequences of maltreatment are related more to the family and social context in which a child grows up than to the abuse itself. For example, research shows that a large proportion of maltreated children live in families experiencing poverty. It is thought that the poverty, rather than the maltreatment, is more of a factor in the development of an abused child's problems. However, when controlling for such variables as maternal age, socioeconomic status and family type, a significant relationship still exists between maltreatment and serious consequences, such as aggression, school maladjustment, attempted suicide, substance abuse and delinquency.⁸⁸

Resiliency

The potential consequences of child maltreatment are often overwhelming. It is remarkable that so many children are able to “recover” from chronic child abuse and neglect and maintain functional lives. This notion of child resiliency, whereby children from distressed and violent homes sometimes rise above adversity and develop effective coping skills and strategies, is often considered in the literature.⁸⁹ Introducing the term “resiliency” is intended to minimize the suffering of children, not justify criticism of those who are resilient. However, the concept can have those unfortunate effects. Furthermore, as Berman and Finklehor (1986) argue, viewing the abuse of a child in terms of future consequences lead us to ignore the immediate pain and trauma a child experiences during the abuse while children may appear to be resilient, it is impossible to know the full potential of the child. Their lives may appear to be functional, but we do not see what has been lost to the abuse. We often miss the hidden effects – the silent emotional pain, the terror-filled nightmares or the sudden overwhelming fear of darkness.

**What remains clear is that the effects
of child maltreatment
can last a lifetime and greatly diminish a child's
chances for optimum achievement in life.**

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Appendix A: Additional Resources

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Child Abuse and Neglect

What Is Child Abuse?

Child abuse occurs when a parent, guardian or caregiver mistreats or neglects a child, resulting in

- injury, or
- significant emotional or psychological harm, or
- serious risk of harm to the child.

Child abuse entails the betrayal of a caregiver's position of trust and authority over a child. It can take many different forms.

Physical abuse is the deliberate application of force to any part of a child's body, which results or may result in a non-accidental injury. It may involve hitting a child a single time, or it may involve a pattern of incidents. Physical abuse also includes behaviour such as shaking, choking, biting, kicking, burning or poisoning a child, holding a child under water, or any other harmful or dangerous use of force or restraint. Child physical abuse is usually connected to physical punishment or is confused with child discipline.

Child sexual abuse occurs when a child is used for sexual purposes by an adult or adolescent. It involves exposing a child to any sexual activity or behaviour. Sexual abuse most often involves fondling and may include inviting a child to touch or be touched sexually. Other forms of sexual abuse include sexual intercourse, juvenile prostitution and sexual exploitation through pornography. Sexual abuse is inherently abusive emotionally and is often accompanied by separate and more direct forms of psychological abuse or other forms of mistreatment. Child sexual abuse is not further addressed in this fact sheet. A separate fact sheet dealing exclusively with child sexual abuse is available from the National Clearinghouse on Family Violence.

Neglect occurs when a child's parents or other caregivers are not providing essential requisites to a child's emotional, psychological and physical development. Physical neglect occurs when a child's needs for food, clothing, shelter, cleanliness, medical care and protection from harm are not adequately met. Emotional neglect occurs when a child's need to feel loved, wanted, safe and worthy is not met. Emotional neglect can range from the context of the abuser simply being unavailable to that in which the abuser openly rejects the child. While a case of physical assault is more likely to come to the attention of public authorities, neglect can represent an equally serious risk to a child.

Emotional abuse involves an attack on a child's sense of self. Emotional abuse is usually found in the context of a long-term problem in a parent's treatment of a child. It is often part of a pattern of family stress and dysfunctional parenting. Emotional abuse frequently co-exists with other types of abuse.

Constantly insulting, humiliating or rejecting a child, or saying that a child is "stupid" or "bad", can harm a child's sense of worth and self-confidence.

Other forms of emotionally abusive treatment include forcing a child into social isolation, intimidating, exploiting, terrorizing or routinely making unreasonable demands on a child. Some provinces in Canada now include exposure of a child to violence between the parents as a form of emotional abuse. A recent study of wife assault found that children witness violence against their mothers in almost 40 percent of violent marriages.

How Does Society Respond to Child Abuse?

Canadian society's primary formal response to child abuse and neglect is through its provincial child protection systems. The provincial laws on child welfare require that all cases of suspected child abuse and neglect be investigated. A variety of actions can be taken if the investigation indicates the child is in need of protection. Responses range from providing counselling and support services to the family, to temporarily or permanently removing the child from the home, to removing the abuser or abusers from the home. In the most serious cases, abusers may be convicted of a crime if the abuse can be proven under the *Criminal Code of Canada*.

In addition, many intervention and education programs are aimed at preventing child abuse and neglect. Prevention programs range from intensive help for families exhibiting a high risk of abuse, to general education programs for school students and the public. Everyone has a role to play in responding to and preventing child abuse and neglect.

How Widespread Is the Problem?

It is difficult to attain a reliable measure of the number of people who are abused at some time in their childhood (the *prevalence* of child abuse). It is also difficult to estimate the number of children who are abused in a single year (the annual *incidence* of child abuse). There is increasingly reliable information on the number of child abuse cases handled by child protection agencies and police, but the number of children suffering from undiscovered and unreported abuse can only be estimated.

Over the last decade, there has been a dramatic increase in both the reports of suspected abuse and neglect, and the number of children found to be in need of protection. However, it is clear that many cases of child abuse, even some serious ones, are not reported. Individuals and professionals working with children may fail to report because they do not recognize the signs and symptoms of child abuse. In some instances, they may tend to resist admitting to themselves that it is really happening or that it is serious enough to report.

Several other factors inhibit voluntary reporting:

- the nature of family problems related to child abuse and neglect,
- the sense of secrecy and shame surrounding child maltreatment,
- the possible consequences of intervention by child protection authorities or police, and
- many of the victims are young and relatively dependent.

Children may want to disclose their abuse so it can be stopped, but they are often afraid that no one will believe or help them. They may be afraid of what will happen. Abusive parents frequently warn their children not to tell anyone. They may convince the child that the abuse is the child's fault, and that telling someone will only get them into more trouble.

There are no national statistics on the prevalence or incidence of child abuse in Canada. Each province and territory compiles its own figures, using its own definitions. A 1994 report, *Child Welfare in Canada: The Role of Provincial and Territorial Authorities in Cases of Child Abuse*, describes the provincial laws, definitions and child welfare systems that deal with child abuse. A 1996 report, *Child and Family Services Annual Statistical Report 1992-93 to 1994-95*, presents statistical data on child welfare services in Canada. The available data cannot be directly or easily compared among provinces because the information is collected according to different definitions and parameters in each jurisdiction. Nonetheless, the following facts provide some insight into how widespread the problems of child abuse and neglect really are.

In Canada in 1992, approximately 40 000 children were living in foster care or other settings away from their home of origin because of the intervention of child protection authorities. In Ontario, the number of Children's Aid Society investigations for child physical abuse increased from 3 546 in 1983 to an estimated 13 236 in 1993. The number of investigations increased by a yearly average of 27 percent over this 10-year period.

Child abuse and neglect occur in every province and territory, in large cities, small towns and rural areas. While children of all ages are at risk, those 3 years old or less are most frequently investigated for neglect, and children 12 to 15 years old are most frequently investigated for physical abuse.

Facts to Consider

Family Factors

- Child abuse is not confined to any one social class or sector of the population; it cuts across all ethnic, religious, social and economic backgrounds. However, economic disadvantage is a major contributor to child neglect. Poverty also appears to be a risk factor for physical abuse, though not for emotional abuse.
- There is evidence that the prevalence of child neglect is significantly lower in Canada than in the United States, possibly because of the lower rates of child poverty in Canada.
- Causes of stress on families, such as unemployment, can contribute to child maltreatment.

The Victim

- The most potentially serious cases of child abuse involve preschoolers and infants. Younger children are at greater risk of severe injury or death as a result of child abuse.
- "Failure to thrive" in infants is sometimes the result of neglect. In extreme cases, it leads to developmental delays and even death. Many of the mothers of these infants were themselves abused as children.
- A child can be harmed by events that occur before he or she is born. If a pregnant woman uses alcohol or drugs, especially in the first two months of pregnancy, it can cause the child to be born with birth defects or developmental delays.
- The effects of child abuse are profound. Children who are abused tend to experience more social problems and perform less well in school than non-abused children. This can have lasting effects on their social adjustment and success in life.
- Children who are both emotionally and physically abused exhibit the greatest degree of

aggression, delinquency and interpersonal problems. Physical abuse inherently conveys a message that is psychologically harmful to the child, but psychological or emotional abuse that is explicit and systematic has more negative consequences for the child than physical abuse.

- Victims of childhood abuse are at greater risk of becoming violent criminals. A study of men in Canadian prisons showed that those who were abused as children were three times more likely than non-abused men to be violent as adults.
- Women who were abused in childhood are more likely to suffer from depression, low self-esteem and suicidal thoughts.

The Abuser

- Abusive parents frequently receive little enjoyment from parenting and are more isolated from the community than non-abusive parents. They have unrealistic expectations of their child and try to control the child through negative and authoritarian means.
- Abusive parents are often afraid of, or emotionally unable to ask for help from, sources of support in their community.
- Most abusive parents have themselves been abused or neglected as children. However, not all victims of abuse go on to assault children. Parents with a history of abuse who do not abuse their children are generally the ones who have developed supportive relations with others.
- Many abusers view themselves as victims in life generally or in the parent-child relationship in particular. They feel that they have lost control of their children and their own lives. When their children behave in a manner the parents perceive as disrespectful, they lash out in an effort to establish control.
- Because abusive parents often have unrealistic expectations about their child's development and abilities, they demand a level of physical, social and emotional maturity which is not appropriate for the age of the child.

Reporting Child Abuse

Sometimes people think that child abuse is a private family matter. It is not. If you have reasonable grounds to suspect that a child is being abused or neglected, promptly report your concerns to the child welfare agency, provincial or territorial social services department or police force in your community. If necessary, a report can be made anonymously.

Reporting is not difficult or time consuming. In all cases, the person reporting is protected from any kind of legal action, provided the report is not falsely made and motivated by malice.

Where to Go for Services

Contact your local

- child welfare agency,
- social service agency,
- police department,
- hospital,
- mental health centre,

- distress centre, or
- other community service organization that provides counselling and support to children and families.

Many of these organizations are listed among the emergency telephone numbers on or near the first page of your local telephone directory.

Children who want help can also call the Kids' Help Phone at 1-800-668-6868.

What Can Be Done to Prevent Child Abuse?

Most abusive parents do not consciously set out to harm their children. If there are more and better efforts to assist troubled families, parents at risk of abusing may be reached and helped before they resort to violence. Prevention is a good investment, in terms of both the personal and social costs that can be saved.

- Parenting education can help parents to better understand normal child development and to have a more nurturing and enjoyable relationship with their children. Positive approaches to parenting can help parents with children of any age.
- Encourage your local school board to develop and implement child abuse prevention programs. Abused children tend to repeat the pattern of abuse, and prevention is one of the most effective means to stop the cycle of violence.
- If a child tells you about an abusive situation or experience, be supportive. Show the child that he or she is believed, and ensure that the occurrence is promptly reported to the appropriate authorities.
- You can assist by teaching children how to recognize and say no to abusive or exploitative behaviour. Children should know that they have the right to be free from abuse and exploitation.
- You can help the children and adults in your life find information and assistance to prevent an abusive or neglectful pattern from developing.

Suggested Reading

Nanci Burns, *Literature Review of Issues Related to the Use of Corrective Force Against Children*, Ottawa: Department of Justice, June 1993.

Joan E. Durrant and Linda Rose-Krasnor, *Spanking: Should I or Shouldn't I?*, Winnipeg: Department of Family Studies, University of Manitoba, 1995.

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Audiovisual:

The Family Violence Prevention Division of Health Canada has compiled a collection of more than 90 films and videos on forms of family violence prevention, including child abuse prevention. These can be borrowed from the partner libraries of the National Film Board of Canada.

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This fact sheet was revised by Tom Hay, Ph.D., A2B Consulting, under contract, with assistance from David Allen, Childhood and Youth Division, Health Canada.

For further information on family violence prevention issues, please contact:

National Clearinghouse on Family Violence

Address Locator: 1907D1

Family Violence Prevention Division

Health Promotion and Programs Branch

Health Canada

Ottawa, Ontario K1A 1B4

Telephone: (613) 957-2938 or call this toll-free number: 1-800-267-1291

Fax: (613) 941-8930

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Article

The Role of Childhood Interpersonal Trauma in Depersonalization Disorder

Daphne Simeon, M.D., Orna Guralnik, Psy.D.,
James Schmeidler, Ph.D., Beth Sirof, M.A., and
Margaret Knutelska, M.A.

OBJECTIVE: In contrast to trauma's relationship with the other dissociative disorders, the relationship of trauma to depersonalization disorder is unknown. The purpose of this study was to systematically investigate the role of childhood interpersonal trauma in depersonalization disorder. **METHOD:** Forty-nine subjects with DSM-IV depersonalization disorder and 26 healthy comparison subjects who were free of lifetime axis I and II disorders and of comparable age and gender were administered the Dissociative Experiences Scale and the Childhood Trauma Interview, which measures separation or loss, physical neglect, emotional abuse, physical abuse, witnessing of violence, and sexual abuse. **RESULTS:** Childhood interpersonal trauma as a whole was highly predictive of both a diagnosis of depersonalization disorder and of scores denoting dissociation, pathological dissociation, and depersonalization. Emotional abuse, both in total score and in maximum severity, emerged as the most significant predictor both of a diagnosis of depersonalization disorder and of scores denoting depersonalization but not of general dissociation scores, which were better predicted by combined emotional and sexual abuse. The majority of the perpetrators of emotional abuse were either or both parents. Although different types of trauma were modestly correlated, only a few of these relationships were statistically significant, underscoring the importance of comprehensively considering different types of trauma in research studies. **CONCLUSIONS:** Childhood interpersonal trauma and, in particular, emotional abuse may play a role in the pathogenesis of depersonalization disorder. Compared to other types of childhood trauma, emotional maltreatment is a relatively neglected entity in psychiatric research and merits more attention.

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Brief Report

Neuropsychological Function in Children With Maltreatment-Related Posttraumatic Stress Disorder

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Abstract

OBJECTIVE: Studies in adults have reported changes in concentration, learning, and memory in individuals with posttraumatic stress disorder (PTSD). However, there are few studies of cognitive function in children with PTSD. The goal of the current study was to evaluate cognition in children with PTSD. **METHOD:** The cognitive status of 14 pediatric psychiatric outpatients with maltreatment-related PTSD and 15 sociodemographically similar children who were healthy and had not been maltreated was examined. Neuropsychological instruments measured language, attention, abstract reasoning/executive function, learning and memory, visual-spatial processing, and psychomotor function. **RESULTS:** The children with PTSD performed more poorly on measures of attention and abstract reasoning/executive function. **CONCLUSIONS:** Although based on a small number of subjects, these results support cognitive differences between children with and without maltreatment-related PTSD.

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Introduction

Posttraumatic stress disorder (PTSD) is now widely recognized in children. Although findings are equivocal (1), studies of adults have reported cognitive problems in individuals with PTSD, particularly in the areas of concentration, learning, and memory (2). In contrast, cognitive function indexed by performance on standardized neuropsychological instruments has not been extensively evaluated in children with PTSD. It is particularly important to characterize the neuropsychological deficits associated with childhood PTSD because they are likely to have broad developmental ramifications, affecting both

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response to therapy and school performance.

Unlike studies in adults with PTSD, neuroimaging studies indicate that PTSD in children is associated with diffuse CNS effects (i.e., smaller cerebral volumes and corpus callosum areas) but no anatomical changes in limbic structures (3). Functional imaging procedures indicate that medial prefrontal cortical dysfunction may be associated with both adult and pediatric PTSD (4). The neuropsychological consequences of these brain alterations have not been extensively studied.

In this pilot study, we examined cognitive functioning using a battery of neuropsychological instruments measuring language, attention, abstract reasoning/executive function, learning and memory, visual-spatial processing, and psychomotor functioning in maltreated children with PTSD and sociodemographically similar comparison children who had not been maltreated and who did not have PTSD. The tests, described by Spreen and Strauss (5), are listed in Table 1. On the basis of neuroimaging research (3, 4), we hypothesized that the children with PTSD would perform more poorly on cognitive measures, particularly in the domains mediated by the prefrontal cortex.

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► Method

We recruited 14 medication-naïve children with PTSD secondary to maltreatment who were psychiatric outpatients and 15 healthy comparison children who had not been maltreated and who were similar to the PTSD patients in age, race, socioeconomic status, and IQ. The mean age of the PTSD patients was 11.38 years (SD=2.60) and that of the comparison children was 12.17 (SD=1.75). Six of the PTSD patients were girls and eight were boys; seven of the comparison subjects were girls and eight were boys. In the PTSD group, 10 patients were white, two were African American, and two were biracial (white and African American); in the comparison group, 12 subjects were white, one was African American, and two were biracial. In the PTSD group, the mean socioeconomic level according to the Hollingshead Four-Factor Index of Socioeconomic Status (6) was 39.21 (SD=11.28); in the comparison group the mean was 39.60 (SD=7.69). The mean full-scale IQ (estimated by the WISC-III four-factor score [7]) was 105.71 (SD=11.89) in the PTSD group and 113.20 (SD=11.69) in the comparison group.

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After complete description of the study was given to the children and their parents, written informed consent was obtained. All of the children assented to their participation. Subjects received monetary compensation for participation.

A board-certified child psychiatrist (M.D.D.) conducted psychiatric interviews of all subjects and their

legal guardians using a detailed trauma interview described elsewhere (8). A master's-level clinician, blind to clinical status, completed a modified version of the Schedule for Affective Disorders and Schizophrenia for School-Age Children—Present and Lifetime Version (9). The diagnosis of the children with chronic PTSD was based on DSM-IV. The traumata they experienced included sexual abuse (N=7), physical abuse (N=2), and witnessing domestic violence (N=5). Comorbid disorders included major depressive disorder (N=5), dysthymic disorder (N=2), separation anxiety disorder (N=2), oppositional defiant disorder (N=6), and attention deficit hyperactivity disorder (inattentive subtype) (N=1). Comparison subjects had no lifetime history of any axis I diagnosis.

Inclusion criteria for the PTSD group were "reported and indicated" child maltreatment experiences noted by child protective services before this investigation, the availability of one nonabusing caregiver who could cooperate with this protocol, and a stable home environment (i.e., the child had not been in danger from the perpetrator[s] for at least the previous 3 months). Exclusion criteria for all subjects included birth complications; substantial medical illness; head injury associated with wounds requiring sutures, emergency room treatment, or loss of consciousness; gross obesity (i.e., weight greater than 150% of ideal body weight) or growth failure (i.e., height less than the third percentile); Wechsler full-scale IQ less than 80; history of treatment with psychotropic medications; anorexia nervosa, pervasive developmental disorder, schizophrenia, adolescent-onset alcohol or substance abuse or dependence; prenatal exposure to alcohol and/or other substance use greater than twice a month during the 3 months before discovery of pregnancy; and mother's use of controlled substances during the known period of pregnancy.

Subjects completed a comprehensive neuropsychological battery administered blind to whether the child did or did not have PTSD. Instruments are described in Spreen and Strauss (5) and listed in Table 1.

We evaluated the distribution of our data for normality using Shapiro and Wilks's W statistics. When no transformation normalized the data, we applied nonparametric tests. Student's t test or Wilcoxon/Kruskal-Wallis rank sums were used to assess between-group differences on cognitive results. Two-tailed alpha equaled 0.05; analyses were completed with Statistical Discovery Software (SAS Institute, Cary, N.C.).

► Results

Children with PTSD performed more poorly on measures in four of the six cognitive domains (Table 1). In the domain of attention, PTSD subjects performed more poorly on two measures of freedom from distractibility, Stroop Color and Word Test color/word and interference. The PTSD group made significantly more omission errors on a measure of sustained visual attention (Digit Vigilance Test).

On measures of problem solving and abstract reasoning/executive function, PTSD subjects completed fewer categories on the Wisconsin Card Sorting Test. On two measures of semantic organization, the Controlled Oral Word Association Test Animal Naming and the Total Words, children with PTSD

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generated fewer category members and named fewer words beginning with target letters (i.e., F, A, S). Significant differences were also identified on WISC-III Similarities; again, the children with PTSD scored lower than the comparison subjects.

Children with PTSD performed more poorly on one test of learning and memory, the California Verbal Learning Test long delay free recall. Finally, on measures of visual-spatial function, children with PTSD completed a poorer copy of the Rey-Osterrieth Complex Figure and made more errors on the Judgment of Line Orientation.

No significant differences between groups were found on any tests of language or psychomotor speed. After a Bonferroni correction for multiple comparisons was applied within each of the cognitive domains, only results within the domains of attention (i.e., Stroop color/word and Digit Vigilance Test omission errors) and abstract reasoning/executive function (i.e., Wisconsin Card Sorting Test categories and Controlled Oral Word Association test Animal Naming) remained significant.

In the PTSD group, variables that remained significant between groups were correlated with the number of clinical symptoms grouped by PTSD clusters (i.e., cluster B, intrusive symptoms; cluster C, avoidant symptoms; and cluster D, increased arousal symptoms) by applying Spearman's rank-order correlation. After Bonferroni corrections for multiple correlations, no significant correlations were seen between clinical symptoms and cognitive variables.

► Discussion

Children with maltreatment-related PTSD demonstrated significant deficits within the domains of attention and abstract reasoning/executive function when compared with sociodemographically similar healthy children who had not been maltreated. The children with PTSD were more susceptible to distraction and demonstrated greater impulsivity, making more errors on a task of sustained attention. Children with PTSD also demonstrated deficits on two tests designed to measure frontal lobe function (10)—the Wisconsin Card Sorting Test, an instrument requiring hypothesis testing and problem solving, and the Controlled Oral Word Association Test, a measure of semantic organization. These findings are consistent with neuroimaging studies showing CNS changes in the frontal cortex in PTSD (4). In contrast, after corrections to protect from experiment-wise error, PTSD children did not perform differently from comparison children on measures of language, memory and learning, visual-spatial abilities, or psychomotor skills.

Memory problems associated with PTSD are commonly identified in adults (2). We were unable to replicate the findings of Moradi et al. (11) of general memory deficits associated with childhood PTSD. However, the small number of subjects in our study may have obscured significant findings in this domain. Our findings suggest deficits in long-term memory for verbal information.

The study reported here must be considered preliminary because of the lack of a comparison group of

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children who had been maltreated but did not have PTSD. Therefore, we do not know if our results are related to maltreatment or the presence of an anxiety disorder. Additionally, these findings may be explained by the presence of comorbid psychiatric disorders, particularly mood disorders, in the children with PTSD. Although it is tempting to assert that psychiatric symptoms may account for neuropsychological deficits, further research is necessary to ascertain how psychiatric symptoms interact with neuropsychological deficits.

► Footnotes

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Article

Childhood Abuse and Lifetime
Psychopathology in a Community
Sample

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► Abstract

OBJECTIVE: The authors assessed lifetime psychopathology in a general population sample and compared the rates of five psychiatric disorder categories between those who reported a childhood history of either physical or sexual abuse and those who did not. **METHOD:** A modified version of the Composite International Diagnostic Interview and a self-completed questionnaire on child abuse were administered to a probability sample (N=7,016) of Ontario residents 15 to 64 years of age. **RESULTS:** Those reporting a history of childhood physical abuse had significantly higher lifetime rates of anxiety disorders, alcohol abuse/dependence, and antisocial behavior and were more likely to have one or more disorders than were those without such a history. Women, but not men, with a history of physical abuse had significantly higher lifetime rates of major depression and illicit drug abuse/dependence than did women with no such history. A history of childhood sexual abuse was also associated with higher rates of all disorders considered in women. In men, the prevalence of disorders tended to be higher among those who reported exposure to sexual abuse, but only the associations with alcohol abuse/dependence and the category of one or more disorders reached statistical significance. The relationship between a childhood history of physical abuse and lifetime psychopathology varied significantly by gender for all categories except for anxiety disorders. Although not statistically significant, a similar relationship was seen between childhood history of sexual abuse and lifetime psychopathology. **CONCLUSIONS:** A history of abuse in childhood increases the likelihood of lifetime psychopathology; this association appears stronger for women than men.

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The relationship between a history of maltreatment during childhood and adult psychopathology has been well recognized in clinical populations (1, 2). Although fewer in number than clinical studies, several population-based community surveys have been carried out to examine the relationship between retrospective reports of child abuse and lifetime psychiatric morbidity in the community. The focus of these surveys has been primarily to assess the association between sexual abuse in childhood and adult emotional disorders, predominantly in women (3, 4). Previous studies (4–7), which include a meta-analysis comprising both clinical and community studies (4), indicate a relationship in women between exposure to sexual abuse during childhood and a wide range of psychiatric disorders, including depression, substance abuse, anxiety disorders, and suicidal behavior. A second meta-analysis that included both men and women concluded that there was a relationship between exposure to sexual abuse during childhood and both depression and general impairment in psychological adjustment (3). Fergusson et al. (8) assessed the relationship between a history of childhood sexual abuse and psychiatric morbidity in both male and female subjects, but the study consisted exclusively of 18-year-olds. One of the few surveys to include a representative sample of adult men was a supplement to the Los Angeles Epidemiologic Catchment Area (ECA) study (9, 10); sexual abuse during childhood was found to be a nonspecific correlate that increased vulnerability for a variety of emotional disorders, including major depressive episodes, anxiety disorders, and substance use disorders (9, 10).

Much less attention has been given to measuring the association between physical abuse and psychiatric morbidity. Duncan and colleagues (11) examined the relationship between a childhood history of serious physical assault and emotional impairment in a national sample of women. They found that those who reported such victimization experienced higher rates of depression, posttraumatic stress disorder (PTSD), and substance abuse. Similarly, Mullen and colleagues (12) found an association between childhood exposure to physical abuse and psychopathology in their community sample of women. One study considered childhood exposure to physical abuse in a group of subjects from upstate New York (13), but the focus was adolescents and young adults. One of the few surveys to explore the relationship between a childhood history of physical and sexual abuse in a representative sample of both men and women was the National Comorbidity Survey (14). Kessler and colleagues found that being "physically attacked" (the only act of physical abuse considered) was associated with a broad range of psychiatric disorders, including mood, anxiety, and addictive disorders.

This article presents findings from the Mental Health Supplement to the Ontario Health Survey about the relationship between a history of childhood physical and sexual abuse and five major psychiatric disorder categories. A previous article showed that a childhood history of physical or sexual abuse was common among Ontario residents (15). This report assesses the strength of reported childhood maltreatment as a correlate of psychiatric morbidity among those 15 years of age and older while controlling for age, sex, parental education, and current family income. The diagnostic categories considered in this article were those that had a sample size sufficient for examining their relationship

with presence or absence of physical and sexual abuse.

► Method

Sample

In 1990, the Ontario Ministry of Health sponsored the Ontario Health Survey, a comprehensive survey to gather information about the physical health of provincial residents. For the Mental Health Supplement, one respondent within a household participating in the Ontario Health Survey was randomly selected for participation; he or she was interviewed between November 1990 and March 1991. Excluded from the survey were homeless persons, people in institutions, foreign service personnel, First Nations people living on reserves, and persons residing in extremely remote locations. A detailed description of the survey design has been previously published (16). The data reported here are for the 15–64-year-old subjects in the sample, since respondents older than 64 were given a shortened diagnostic interview because of concern about interview burden (17).

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Measures

The Composite International Diagnostic Interview (18) was used to determine the lifetime prevalence of psychiatric disorders. This measure is a standardized interviewer-administered questionnaire for the evaluation of mental disorders from DSM-III-R and ICD-10. The specific instrument used was the University of Michigan version of the Composite International Diagnostic Interview, which includes modifications to improve its usefulness in a general population survey (17, 19). For example, a diagnostic screening evaluation preceded the Composite International Diagnostic Interview so that respondents answered these questions before learning that a "no" response reduced the number of follow-up questions. Field trials of this interview have shown good interrater reliability, test-retest reliability, and validity for the majority of psychiatric diagnoses with the exception of psychosis (17, 20).

This article examines five major categories of psychiatric illness: 1) anxiety disorders (social phobia, simple phobia, agoraphobia, panic disorder, or generalized anxiety disorder); 2) major depressive disorder; 3) alcohol abuse/dependence; 4) illicit drug abuse/dependence; and 5) antisocial behavior (i.e., conduct disorder for those 15 to 17 years of age and antisocial personality disorder for those 18 to 64 years of age). Presence of a disorder from one or more of these five categories comprised the sixth category, "any psychiatric disorder."

The Child Maltreatment History Self-Report (15), a self-administered questionnaire, was used to assess the childhood history of physical and sexual abuse. Respondents were asked about their experiences when they were "growing up" of physical and sexual abuse committed by an adult. The definition of physical abuse included six categories: being pushed, grabbed, or shoved; having something thrown at them; being kicked, bitten, or punched; getting hit with something; being choked, burned, or scalded; or being physically attacked in some other way. Slapping or spanking, even if it occurred often, was not included in the definition of physical abuse. Sexual abuse was defined as unwanted experiences

committed by an adult that fell within four categories: repeated indecent exposure, sexual threats, touching of the child's sex parts, and attempting sex with or sexually attacking the child. The definitions for both types of abuse include a broad range of exposures in terms of severity. The Child Maltreatment History Self-Report is described in detail in a separate publication (15). The physical abuse questions were based on several of the violence items included in the Conflict Tactics Scales (21), an instrument that has been shown to have acceptable psychometric properties. The questions dealing with sexual abuse were based on the instrument used for the National Population Survey (22), a Canadian survey of sexual abuse (often referred to as the "Badgley Report"). The bulk of the Mental Health Supplement to the Ontario Health Survey interview was conducted face-to-face. However, the Child Maltreatment History Self-Report was completed by respondents in private and returned to the interviewer in a sealed envelope.

The correlates considered included age, sex, and socioeconomic status. Socioeconomic status was measured by 1) education level (complete versus incomplete secondary school education) of the parent who provided the family's major financial support during the respondent's childhood and 2) current family income (above or below the poverty line as derived from income, urban/rural residence, and household size).

Statistical Procedures

Individual responses to the Mental Health Supplement to the Ontario Health Survey were weighted to obtain unbiased point estimates, based on the probability of selection in the sample (16). Weighting procedures were used to account for patterns of nonresponse. Poststratification weighting was applied to bring the age and sex distribution of the sample into agreement with that of the Ontario population in 1990 (16).

The statistical analyses were carried out by using Survey Data Analysis Software (SUDAAN for Windows, release 7.5.3, Research Triangle Institute, Research Triangle Park, N.C.), which makes statistical adjustments for survey design effects (23). Bivariate analyses compared respondents who reported a childhood history of physical abuse to those without a history of physical abuse; these analyses were repeated for childhood history of sexual abuse. Logistic regression models with forced entry of relevant variables were used to derive crude odds ratios and odds ratios adjusted for age, sex, parental education, and current family income as well as odds ratios for the interaction of childhood history of physical or sexual abuse and gender in predicting psychiatric morbidity.

It should be noted that for the separate analyses of childhood physical and sexual abuse, the group of respondents who reported exposure to abuse did not exclude those who had experienced both types of maltreatment. Similarly, the comparison group in each case was only free of the type of child abuse considered within each analysis; those who did not report a history of physical abuse may still have reported a history of sexual abuse and vice versa. This analysis was selected because despite the large size of the overall sample, eliminating those respondents with a history of physical abuse from the sexual abuse analyses would have resulted in insufficient power to detect between-group differences.

► Results

Of the 14,758 households eligible for the Ontario Health Survey, 13,002 (88.1%) participated. Of those, 9,953 (76.5%) took part in the Mental Health Supplement for an overall response rate of 67.4%. Nonparticipation was primarily due to inability to contact the occupant, followed by unwillingness to participate. A detailed description of the sample is provided elsewhere (16). Of the 8,116 individuals 15 to 64 years of age, data were analyzed for 7,016 respondents after excluding those with missing information on the relevant variables. Briefly, of these remaining respondents, 47.6% (N=3,338) were male, 62.7% (N=4,399) reported being married or in a common law union, 61.7% (N=4,329) described their main activity as working, and 13.6% (N=954) indicated that their family income was below the poverty line.

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The age of the male (mean=36.1 years, 95% confidence interval [CI]=35.2–36.9) and female (mean=36.0 years, 95% CI=35.3–36.6) survey respondents was similar. [Table 1](#) outlines the prevalence by gender of lifetime psychopathology, history of childhood physical and sexual abuse, and socioeconomic status. The lifetime prevalence of the five psychiatric disorder categories for male and female survey respondents with and without a history of physical abuse are summarized in [Table 2](#); findings for sexual abuse are provided in [Table 3](#).

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For both male and female respondents, the likelihood of lifetime prevalence of the specified major psychiatric disorders was increased by a history of childhood physical or sexual abuse. Among female subjects, the association with childhood physical and sexual abuse was statistically significant for all disorders, including the sixth category of "any psychiatric disorder." Two disorders did not show a statistically significant effect among male respondents with a childhood history of physical abuse compared to those without such a history: major depressive disorder and illicit drug abuse/dependence, although the former approached statistical significance. While men who reported childhood exposure to

sexual abuse had higher rates of psychiatric disorder, only the association with alcohol abuse/dependence reached statistical significance.

Table 4 presents the crude and adjusted odds ratios from the logistic regression analyses. Adjusting for respondent age, sex, and socioeconomic status had little appreciable impact on the strength of association between exposure to abuse and psychiatric disorder. In every instance the strength of association (odds ratio) between a history of child abuse and psychiatric disorder was larger in magnitude for women than men. For all categories of psychiatric illness except for anxiety disorders, there was a significant interaction with gender for childhood history of both physical abuse and any abuse. Only in the prediction of lifetime anxiety disorders was there a significant interaction with gender for childhood history of sexual abuse, although the interaction approached statistical significance for major depressive disorder and antisocial behavior (Table 4).

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► Discussion

This article highlights three main findings from the Mental Health Supplement to the Ontario Health Survey: 1) a history of physical or sexual abuse during childhood is strongly associated with lifetime psychopathology; 2) physical abuse is at least as important a correlate for psychiatric morbidity as sexual abuse; and 3) the relationship between psychiatric illness and history of childhood maltreatment tends to be stronger for women than for men. This survey cannot provide information about cause and effect relationships. As other authors have emphasized, it may not be the history of abuse itself that leads to greater vulnerability for psychiatric illness but rather confounding social and familial factors associated with both the experience of child abuse and greater risk of disorder (8, 12). These include dysfunctional family environments (associated with both physical and sexual abuse) and poverty (associated with physical abuse) (24). (While the Mental Health Supplement to the Ontario Health Survey assessed parental education and current family income, it was not possible to assess childhood history of poverty.) A longitudinal study that uses nonabused siblings as control subjects and begins in early childhood before the onset of disorder is a study design that could address these issues.

The Mental Health Supplement to the Ontario Health Survey relied on retrospective reports to assess the prevalence of a childhood history of physical and sexual abuse. While some suggest that the presence of emotional impairment may influence memory of events, there is little scientific evidence to support the claim that recall of experiences in childhood is altered by psychiatric symptoms or disorder (25, 26).

The survey findings suggest that childhood physical and sexual abuse are nonspecific correlates of

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psychiatric illness; there does not appear to be a specific association between either of these subcategories of child maltreatment and one particular psychiatric disorder category. However, one of the most important findings of this study is that the association between a history of child abuse and psychopathology varies by gender. With the exception of anxiety disorders, the relationship between childhood exposure to physical abuse and psychopathology was stronger for women than for men. The relationship between childhood exposure to sexual abuse and psychopathology followed a similar pattern but did not achieve the same patterns of statistical significance because of limited power.

Since many community surveys that have collected information about child maltreatment and psychiatric morbidity have focused exclusively on women (27), few comparisons are possible. In the supplement to the Los Angeles ECA Study (9), relative to nonabused subjects, women with a history of childhood sexual abuse experienced higher lifetime rates of all psychiatric disorders except antisocial personality disorder, while abused men had higher rates of substance abuse/dependence. The authors hypothesized that gender differences could be due to the small number of men in the sample or to variations in circumstances of abuse.

Using data from the National Comorbidity Survey (28), Kessler and colleagues found, among a subsample of respondents who had been exposed to at least one trauma, that women had much higher odds of developing PTSD than men (odds ratio=6.13). Conversely, in a separate article (14), Kessler and colleagues concluded that there was no systematic sex difference in the associations between childhood adversities (which included such interpersonal traumas as being physically attacked and sexual molestation) and a range of psychiatric disorders (excluding PTSD). These DSM-III-R diagnoses included those examined in the Mental Health Supplement to the Ontario Health Survey.

It is possible that the nature and duration of the reported abuse are dissimilar for men and women. Cutler and Nolen-Hoeksema (29) suggested that women experience more severe forms of abuse than do men. In the Mental Health Supplement to the Ontario Health Survey, although female and male respondents reported similar rates of severe physical abuse in childhood (9.2% and 10.7%, respectively) (15), physical abuse was still a stronger predictor of psychiatric illness in women than in men. The survey's definition of severe physical abuse took likelihood of injury and frequency into account but did not include duration, age at onset of abuse, or relationship with perpetrator, which are some of the factors considered in the sexual abuse literature (5).

A related issue is the overlap between reports of child physical and sexual abuse. Among female respondents who reported childhood physical abuse, 33% also had a history of sexual abuse, while the corresponding figure for male respondents was only 8%. In contrast, 56% of male and 56% of female respondents who reported childhood sexual abuse also gave a history of physical abuse. Perhaps differences in the degree of overlap between men and women led to differences in the association with psychiatric disorders. Unfortunately, the survey sample was not of sufficient size to examine this issue more closely.

Gender differences in reporting retrospective information about abuse in childhood may have contributed to this effect. An article by Widom and Morris (30) suggested that among individuals with a

history of documented sexual abuse in childhood, far fewer men than women considered their early childhood experiences as sexual abuse.

It is well documented in the literature that both physical and sexual abuse are associated with a range of adverse circumstances (12). It may be that history of physical or sexual abuse is a marker for other adverse experiences in childhood that are more common among women than men. Since the Mental Health Supplement to the Ontario Health Survey involved retrospective collection of data, detailed information about factors such as family dysfunction or income level while growing up was not available.

Perhaps the experience of physical or sexual abuse in childhood affects women differently from men because of the biological and psychological mechanisms involved in the trauma. Studies examining the impact of child maltreatment suggest that dysfunction of the hypothalamic-pituitary-adrenal axis may contribute to the development of negative outcomes such as depressive symptoms following exposure to trauma (31, 32). However, samples to date have generally involved female subjects only (31) or too few male subjects (32) to examine the effect of gender. As for psychological mechanisms that may operate differently among men and women, Cutler and Nolen-Hoeksema (29) suggest that women may be more likely to blame themselves for the abuse or may have a type of affect regulation that increases their vulnerability to negative circumstances. These areas merit further investigation, since understanding differences in risk may assist in developing effective treatments.

Since the Mental Health Supplement to the Ontario Health Survey was a cross-sectional survey, we cannot draw any conclusions about the causal role of childhood maltreatment in the development of psychiatric disorders from these findings. Nevertheless, on the basis of this community survey of more than 7,000 residents of Ontario, both physical and sexual abuse appear to be important markers for a higher likelihood of a range of psychiatric disorders in both men and women.

► Footnotes

Received July 7, 2000; revision received Feb. 6, 2001; accepted April 19, 2001. From the Canadian Centre for Studies of Children at Risk; the Department of Psychiatry, University of Toronto, Toronto; and the Department of Psychiatry, Harvard Medical School, Boston. Address reprint requests to Dr. MacMillan, Canadian Centre for Studies of Children at Risk, McMaster University, 1200 Main St. West, Patterson Bldg., Box 2000, Hamilton, Ontario, L8N 3Z5 Canada; macmilnh@mcmaster.ca (e-mail). Supported in part by the Ontario Ministries of Health; Ontario Community and Social Services; the Ontario Mental Health Foundation; Wyeth-Ayerst Canada Inc. Canadian Institutes of Health Research (CIHR) Clinical Research Chair in Women's Mental Health; a William T. Grant Faculty Scholar Award (Dr. MacMillan); and a CIHR Scientist Award (Dr. Boyle). The authors thank the Family Violence Research Seminar Group at the Family Research Laboratory, University of New Hampshire, for their comments on earlier drafts of this article.

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Article

The Relationship of Childhood Abuse to Impulsivity and Suicidal Behavior in Adults With Major Depression

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► Abstract

OBJECTIVE: This study investigated whether a higher frequency of reported childhood trauma would be found in depressed adults with higher levels of trait impulsivity, aggression, and suicidal behavior. **METHOD:** In 136 depressed adult inpatients, the authors assessed trait impulsivity, aggression history, and number of lifetime suicide attempts as well as the medical lethality and the intent to die associated with the most lethal attempt. These variables were then compared between those with and those without a reported history of childhood physical or sexual abuse. **RESULTS:** Subjects who reported an abuse history were more likely to have made a suicide attempt and had significantly higher impulsivity and aggression scores than those who did not report an abuse history. Impulsivity and aggression scores were significantly higher in subjects with a history of at least one suicide attempt. A logistic regression analysis revealed that abuse history remained significantly associated with suicide attempt status after adjustment for impulsivity, aggression history, and presence of borderline personality disorder. Among those who attempted suicide, there were no significant differences in severity of suicidal behavior between those with and without a childhood history of abuse. **CONCLUSIONS:** Abuse in childhood may constitute an environmental risk factor for the development of trait impulsivity and aggression as well as suicide attempts in depressed adults. Alternatively, impulsivity and aggression may be inherited traits underlying both childhood abuse and suicidal behavior in adulthood disorders. Additional research is needed to estimate the relative contributions of heredity and environmental experience to the development of impulsivity, aggression, and suicidal behavior.

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Major depression is the most common psychiatric disorder associated with suicide and attempted suicide (1). The presence of depression may be necessary but is insufficient to explain suicidal behavior in individuals who have major depression, since most patients with major depression never make a suicide attempt. Studies have identified impulsivity and aggression as correlates of a history of suicide attempts (2–4).

Impulsivity is regarded as a trait that predisposes an individual to engage in self-destructive behavior in response to suicidal thoughts. A diathesis-stress model of suicide has been proposed in which an impulsivity/aggression factor is part of the diathesis that interacts with stressors that trigger the person to act (2).

The term "impulsivity" has been used in relation to a variety of loosely defined constructs, such as 1) a personality trait or cognitive style characterized by disinhibition, 2) a tendency to act quickly on urges or to stimuli, and 3) a class of psychiatric disorders characterized by behavioral dyscontrol. Impulsivity has been found to be associated with suicidal and self-destructive behaviors within various adult psychiatric populations (3, 4). In individuals with borderline personality disorder, impulsivity is the personality trait most predictive of suicidal behavior (3). Moreover, Herpertz and Favazza (4) found that clinical and biological measures of trait impulsivity were higher in individuals with a history of self-mutilation than in those without such a history. Suicidal behavior has been found in association with impulse control disorders such as compulsive gambling (5). Low serotonergic activity, a biological correlate of impulsive aggression toward person or property (6–8), has also been associated with suicidal behavior (9–12). Such studies suggest a common psychopathologic and biologic substrate for impulsivity, impulsive aggression, and suicidal acts.

Early childhood trauma has been associated with self-destructive and suicidal behavior later in life (13–15). Although the reason for this association is unclear, the high prevalence of a childhood abuse history among populations with a borderline personality (characterized by impulsivity and self-injury) has stimulated investigation into the mechanism whereby childhood abuse influences personality development (16–19). The association between childhood trauma and self-destructive behavior in adulthood may be mediated in part by a relationship between abuse history and the development of the biological underpinnings and the psychological aspects of the trait of impulsivity. Impulsivity and aggression may be personality traits that develop or are more pronounced in response to early childhood experiences of trauma and loss. For example, there is evidence of a relationship between maternal deprivation, low serotonin levels, and aggression in monkeys (20). However, the relationship between childhood abuse, impulsivity/aggression, and suicidal behavior has received very little study in human psychiatric populations.

This study investigated the relationship of reported childhood trauma to impulsivity, aggression, and suicidal behavior in depressed adults. We hypothesized that impulsivity and aggression would be related to a reported history of childhood abuse and thereby mediate the relationship between childhood abuse and suicidal behavior in adulthood. We hypothesized that a higher frequency of childhood trauma would

be reported by depressed adults with higher levels of adult trait impulsivity, aggression, and suicidal behavior. We measured trait impulsivity, aggression history, number of previous suicide attempts, and the medical lethality and intent to die associated with the most lethal attempt in a group of depressed adult inpatients; these variables were then compared between subjects with and those without a reported history of childhood physical or sexual abuse.

► Method

Subjects

Patients (N=136) who met DSM-III-R criteria for major depressive episode according to the Structured Clinical Interview for DSM-III-R (SCID) were entered into the study. After complete description of the study to the subjects, written informed consent was obtained. The study protocol was approved by our institutional review board.

Exclusion criteria were current substance or alcohol abuse, neurological illness, or other active medical conditions. The presence or absence of physical or sexual abuse before the age of 15 was determined by responses to three direct questions from the Columbia Demographic and Treatment History Interview; lifetime history of suicide attempts was obtained with the Columbia Suicide History Form (both instruments available from J.J.M.). The Columbia Suicide History Form is a semistructured instrument that elicits information about lifetime suicide attempts, the method employed, medical lethality, precipitants, and surrounding circumstances. A suicide attempt was defined as a deliberate self-destructive act with some degree of intent to end one's life. Lethality was measured by the Suicide Lethality Scale (21), which assesses objective medical damage and treatment. Suicidal intent at the time of the most lethal suicide attempt was assessed by using the Suicide Intent Scale (21). Rater reliability (intraclass correlation coefficients [ICCs]) on suicide interview measures was high (ICC=0.94–0.99). Depressive symptoms immediately before admission to the hospital were assessed with the Hamilton Depression Rating Scale (22). Rater reliability for the Hamilton depression scale was also high (ICC=0.97). Impulsivity was measured with the Barratt Impulsivity Scale (23), a self-report instrument that has validity and reliability in the measurement of trait impulsivity. Aggression history was assessed with the Brown-Goodwin Aggression Inventory (24) (reliability ICC=0.96). The Hopelessness Scale (25) is a self-report scale that was administered to measure state levels of hopelessness. The presence or absence of borderline personality disorder was determined by assessing axis II personality disorder pathology with the Structured Clinical Interview for DSM-III-R Personality Disorders (SCID-II). Rater reliability on diagnostic interview measures was adequate (SCID: ICC=0.80; SCID-II: ICC=0.70).

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The subjects were recruited at two university hospital sites, one in New York City (N=47) and the other in Pittsburgh (N=89). The study groups from the two sites were comparable in all variables except for a modest difference in age: the New York subjects (mean age=39.5 years, SD=12.9) were 4.6 years older than the Pittsburgh subjects (mean=34.9, SD=11.1) ($t=-2.2$, $df=134$, $p=0.03$).

Data Analysis

Student's t tests compared demographic, suicide, impulsivity, aggression, and depression measures between abused and nonabused groups. Chi-square analyses compared groups with respect to

dichotomous variables.

Analyses were also conducted to estimate effects of a comorbid borderline personality disorder diagnosis. Univariate analyses compared differences in impulsivity, aggression history, reported abuse history, and suicide attempt status between depressed subjects who met criteria for borderline personality disorder and those who did not.

A logistic regression analysis was performed for the dichotomous variable of suicide attempt status, with abuse history, impulsivity, and three other covariates of abuse history (sex, race, and borderline personality disorder diagnosis) as predictor variables. Among the subgroup of patients who had a previous suicide attempt ($N=73$), a linear regression analysis was performed for the number of previous suicide attempts, with abuse history and impulsivity scores as predictor variables. In order to use parametric tests, the number of previous suicide attempts was transformed by taking the square root to normalize the distribution.

► Results

Of the 136 subjects, 52 (38%) reported a history of physical or sexual abuse before the age of 15 years, and 84 (62%) reported no childhood abuse. There was no difference in age between the abused (mean=35.4 years, $SD=11.4$) and nonabused (mean=37.2 years, $SD=11.9$) subjects ($t=-0.88$, $df=134$, $p=0.37$). Other demographic characteristics of the abused and nonabused groups are reported in Table 1. There was no difference in marital status or educational level between abused and nonabused subjects. Subjects reporting a history of childhood abuse were more likely to be female and were more likely to be African American or Hispanic than were those who did not report childhood abuse.

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Subjects who reported abuse were more likely to have a comorbid diagnosis of borderline personality disorder than those who did not report abuse and were also more likely to have made a suicide attempt (Table 1). Table 2 lists the differences between abused and nonabused groups on clinical characteristics and other suicidal history variables. Subjects who reported a history of childhood physical or sexual abuse had significantly higher impulsivity and aggression scores than did those with no history of abuse. There was no significant difference in severity of depression or levels of hopelessness at the time of admission between those who reported a history of abuse and those who did not.

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Barratt Impulsivity Scale scores were significantly higher in subjects who had a history of at least one suicide attempt (mean=52.3, SD=16.8) than in those who had never attempted suicide (mean=45.7, SD=17.8) ($t=-2.17$, $df=104$, $p=0.05$). Brown-Goodwin Aggression Inventory scores were significantly higher in subjects who had a history of at least one suicide attempt (mean=19.8, SD=6.2) than in those who had never attempted suicide (mean=16.3, SD=5.2) ($t=3.30$, $df=104$, $p=0.001$).

Among the subgroup of patients with a previous suicide attempt ($N=73$), the number of previous attempts and the lethality and intent to die associated with the most lethal attempt did not differ between those with a history of abuse in childhood and those without (Table 2). In a linear regression analysis among subjects with previous suicide attempts, the square root of number of previous suicide attempts was not predicted by abuse history (beta [β]=0.13, SE=0.16; $t=0.88$, $df=47$, $p=0.38$), impulsivity ($\beta=0.17$, SE=0.005; $t=1.09$, $df=47$, $p=0.28$), or aggression ($\beta=0.00$, SE=0.01; $t=0.01$, $df=47$, $p=0.99$). The mean age of the first suicide attempt was lower in the abused group (mean age=22.7 years, SD=11.4) than in the nonabused group (mean=28.7, SD=12.7) ($t=-2.1$, $df=72$, $p=0.04$). Of the 37 suicide attempters who reported a history of childhood abuse, 17 (46%) made their first suicide attempt before the age of 18. Of the 36 suicide attempters without a history of childhood abuse, seven (19%) made their first attempt before age 18 (Yates's correction for continuity: $\chi^2=4.67$, $df=1$, $p<0.03$).

In analyses that compared subjects with and without a comorbid diagnosis of borderline personality disorder, abuse history ($\chi^2=5.15$, $df=1$, $p=0.02$) and attempt status ($\chi^2=17.83$, $df=1$, $p<0.0001$) were significantly related to a comorbid borderline personality disorder diagnosis. In a subset of 108 subjects for whom we had measures of borderline personality disorder and impulsivity, Barratt Impulsivity Scale scores were higher among those with borderline personality disorder (mean=55.33, SD=18.12) than in those without the comorbid diagnosis (mean=46.0, SD=16.5) ($t=-2.64$, $df=104$, $p=0.01$). Brown-Goodwin Aggression Inventory scores were higher among those with borderline personality disorder (mean=17.4, SD=6.1) than in those without the comorbid diagnosis (mean=20.1, SD=5.6) ($t=-2.34$, $df=118$, $p=0.02$).

A univariate analysis was performed to examine the relationship between abuse history and suicide attempt status after we controlled for the presence of borderline personality disorder. In the subgroup of depressed subjects that did not meet criteria for comorbid borderline personality disorder ($N=88$), those who reported a history of abuse were significantly more likely to have made a previous suicide attempt (46%, $N=16$ of 35) than those without a history of abuse (21%, $N=11$ of 53) (Yates's correction for continuity: $\chi^2=5.01$, $df=1$, $p=0.03$). There was no difference in suicide attempt status between the 25 borderline personality disorder subjects who reported a history of abuse (84%, $N=21$) and the 23 borderline personality disorder subjects who reported no history of abuse (74%, $N=17$) ($p=0.49$, Fisher's exact test).

In a logistic regression analysis of abuse history, impulsivity, aggression history, and borderline

personality disorder in the prediction of suicide attempt status, we found that after we adjusted for borderline personality disorder, impulsivity, and aggression history, abuse history remained significantly associated with attempter status (Table 3). Demographic covariates of abuse history (sex and race) did not affect the relationship of abuse history to suicide attempt status. In testing for second-order interactions between abuse history and borderline personality disorder, abuse history and sex, and borderline personality disorder and sex, we found no significant interactions in relation to suicide attempt status. Similarly, no third-order interaction was found among abuse history, borderline personality disorder, and sex in relation to suicide attempt status.

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► Discussion

Our main finding was that depressed adults who reported a history of either physical or sexual abuse in childhood were more likely to have made a previous suicide attempt than those who did not report a history of abuse. They also had higher levels of trait impulsivity, higher levels of aggression, and a higher rate of comorbid borderline personality disorder. Thus, a childhood abuse history is associated with both suicidal behavior and impulsivity in depressed adults. These findings are comparable to those of other studies that have found associations between childhood abuse history and adult psychopathology (26–29) in general and between childhood abuse history and self-destructive behavior (such as self-mutilation) and suicidal ideation, gestures, and attempts in particular (13, 30, 31).

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In addition, our findings indicate that, after we adjusted for impulsivity and aggression, abuse history is still significantly associated with suicide attempt status. Therefore, the presence of impulsivity and aggression do not seem to mediate the relationship between abuse history and suicidal behavior. It is possible that the experience of physical or sexual abuse in childhood constitutes an environmental factor that influences the development of both trait impulsivity/aggression and suicidality.

There is also evidence from this study that childhood abuse contributes to an earlier age at onset of suicidal behavior and that it is related to suicidal behavior beginning in childhood and adolescence. This is similar to findings of Kaplan et al. (32), who found that victims of abuse were more likely than nonvictim comparison subjects to have been suicidal at a younger age.

Alternatively, there is a possibility that impulsivity is mainly an inherited trait underlying both the childhood abuse (perhaps at the hands of a first-degree relative with trait impulsivity and aggression) as well as the manifestation of adult trait impulsivity and aggression (33, 34). Despite the fact that impulsivity and aggression levels are higher in depressed adults who report childhood abuse, abuse

history is likely to be only one factor contributing to trait impulsivity and aggression. For example, there is evidence from nonhuman primate studies (20) that both genetic transmission as well as environmental factors such as maternal deprivation contribute to the presence of biological correlates of impulsivity. Peer-raised monkeys reset their CSF 5-hydroxyindoleacetic acid levels at a lower level compared to maternally raised monkeys, and this effect endures for years and is associated with impulsive and aggressive behaviors. Therefore, impulsivity may be an inherited trait that is worsened by environmental experiences of abuse. Along these lines, recent studies of the relationship of hypothalamic-pituitary-adrenal axis dysfunction to posttraumatic stress disorder in psychiatric populations indicate that traumatic experience may have long-lasting neurobiological effects on humans that contribute to psychopathology (35).

Additionally, abuse history and impulsivity are two of a number of risk factors for suicidal behavior. A history of childhood abuse is possibly associated with other risk factors, such as vulnerability to certain environmental triggers. Furthermore, there is evidence that postabuse protective factors such as the presence of a caring adult (13) as well as involvement in sports throughout childhood/adolescence and high quality of adult relationships (36) can mediate between abuse history and adult psychopathology. Thus, a comprehensive approach should view suicidal behavior within a framework of concurrent psychological and biological lines of development (16, 37).

Another related finding of this study is that level of trait impulsivity and aggression, and not the objective severity of depression, is significantly associated with suicide attempt status. This is consistent with our previous finding that objective severity and duration of depressed mood is not associated with higher risk for suicide among depressed inpatients (38). Brent et al. (39) also found that, while psychopathology in first-degree relatives of adolescent suicide victims does not fully account for the familial transmission of suicidal behavior, higher levels of aggression are associated with higher familial loading for suicidal behavior. These findings lend support to a stress-diathesis model of suicidal behavior that considers the biological and personality traits that might lower an individual's threshold for acting on mood states, suicidal ideation, or other state or environmental triggers (2).

Although abuse history and impulsivity were predictive of suicide attempt status, they were not associated with differences in severity of suicidal behavior, such as the number of previous suicide attempts or level of intent associated with the most lethal attempt in this group of depressed inpatients. This differs from another report that found a relationship between childhood abuse and multiple suicide attempts in a general outpatient psychiatric population (32). This difference might be due to the fact that we controlled for the effects of major depression by limiting our study group to depressed inpatients.

Comorbid borderline personality disorder, while strongly associated with both abuse history and suicide attempt status, does not completely account for the relationship between abuse history and suicide attempt status. However, the presence of a comorbid diagnosis of borderline personality disorder does seem to be associated with higher levels of impulsivity and aggression. Thus, as we have found previously (3), impulsivity is a characteristic of borderline personality disorder that is associated with the risk to attempt suicide.

One weakness of the present study is its reliance on a broadly defined, retrospective report of abuse history that was not validated by other sources. However, two prospective studies of a birth cohort of New Zealand children studied to the age of 16 support the reliability of the retrospective reporting in the present study. In one, early disadvantageous childhood and family circumstances were identified longitudinally as a common pathway to suicidal behavior in adolescence (40). In the other, when these same subjects were requestioned at age 18–21 about their childhood exposure to physical and sexual abuse, it was found that there was a 50% false negative rate of reporting in those whose abuse had been documented. These inconsistencies were unrelated to the subjects' psychiatric state. Among those who were not abused, there were no false positive reports (41). In addition to documenting the childhood trauma closer to the time that it takes place, prospective studies can consider other observable sequelae of abuse that might contribute to suicidal behavior, such as greater vulnerability to environmental events that might trigger memories of abuse and dissociative states that might impair judgment and cognitive processing. However, such studies take years to complete because the cohort must pass through a major part of the age of risk for suicidal behavior.

Although the present study was unable to explore more detailed dimensions of abuse history such as type, perpetrator, duration, or age at onset of abuse, several studies show that sexual abuse and emotional neglect, more than physical abuse, seem to be associated with suicidal behavior (42–44). The specific characteristics of abuse history and their relationship to suicidal behavior warrants further study.

Another weakness of this study is that all of the subjects were clinically referred and were therefore more likely to have a history of abuse or suicidal behavior. However, studies of college students (44–46), patients in primary care settings (44), and other nonclinical populations (47) have also documented a relationship between abuse history in childhood and suicidal behavior later in life.

These findings suggest that clinicians should be aware of the possibility of a history of childhood abuse in depressed patients with a history of suicide attempts and other impulsive behaviors. Additional research is needed to further identify the relative contributions of heredity and environmental experience to the development of impulsivity, aggression, and suicidal behavior.

► Footnotes

Received Oct. 7, 1999; revisions received Aug. 17, 2000, and March 2, 2001; accepted May 10, 2001. From the Conte Center for the Study of Suicidal Behavior, Department of Psychiatry, Columbia University College of Physicians and Surgeons; the Department of Neuroscience, New York State Psychiatric Institute, New York; and the Western Psychiatric Institute and Clinic, Pittsburgh. Address reprint requests to Dr. Brodsky, Department of Psychiatry, Columbia University College of Physicians and Surgeons, 1051 Riverside Dr., Box 42, New York, NY 10032. Supported by NIMH grants MH-48514 and MH-46745. The authors thank Ainsley Burke, Elizabeth Nelson, Sara Oppenheim, Donna Abbondanza, and Thomas Kelly for completing the clinical ratings.

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Book Forum:
PSYCHOLOGICAL TRAUMA

Betrayal Trauma: The Logic of Forgetting Childhood Abuse

by Jennifer J. Freyd, Cambridge, Mass., Harvard
University Press, 1997, 221 pp., \$24.95.

JUDITH LEWIS HERMAN, M.D.
Cambridge, Mass.

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Of all the curious phenomena associated with psychological trauma, none has caused more controversy than the issue of recovered memory. It seems to defy logic that people who have survived rape, combat, torture, or incest might not remember what happened to them. Common sense predicts that such horrible experiences would be indelibly engraved in memory, and for many survivors this is indeed the case. However, a century of clinical observation leaves no doubt that some traumatized people develop amnesia for the event and may not recall their experiences until months or even years later. How can we understand this?

Jennifer Freyd, a professor and researcher in cognitive psychology, proposes the theory that amnesia might be an adaptive response to trauma in circumstances where the victim is dependent on the perpetrator for survival. Other investigators have thought that amnesia might be correlated with some aspect of the trauma, such as the degree of violence, physical injury, or life threat. Freyd calls attention instead to the social context in which the trauma occurs. The relationship between victim and perpetrator is central to her theory. "In order to survive in cases of core betrayals (abuse by a trusted caregiver on a dependent victim) some amount of information blockage is likely to be required. The probability of amnesia is a function of the degree of betrayal" (p. 75).

In one of the most ingenious and original sections of the book, Freyd puts her hypothesis to the test by reanalyzing data from four recently published studies of adults with histories of childhood sexual abuse. In each case, she finds that those who were abused by close relatives were more likely to have forgotten the abuse for a time but that those who were not related to their abusers were more likely to have continuous memory. She finds the highest rates of amnesia in those who reported abuse by a parent.

Betrayal Trauma ranges widely, from the arcana of laboratory studies of memory to the personal stories

of survivors who remembered childhood abuse after long periods of amnesia and whose accounts were later corroborated by independent witnesses. Freyd's style ranges, too, from anecdotal to academic. She seems most comfortable when she is explaining complicated cognitive experiments, and one can easily imagine her lecturing in front of an enthralled class of beginning psychology students. One can also imagine how uncomfortable this thoroughly professional and private woman must feel about publicly disclosing her own history of childhood abuse.

In a poignant afterword, Freyd makes it clear that she lost the option of privacy when her parents, who are founders of an advocacy organization called the False Memory Syndrome Foundation, mounted a highly visible attack on her credibility. With great dignity and restraint, Freyd describes the relentless harassment and personal vilification that she has endured from her parents and their organization, a campaign that included letters to her professional colleagues, demeaning allegations in the popular media, and, at one point, a picketer in front of her office. Rather than complaining, Freyd pleads for a return to the discourse of scientific inquiry. "My own history does not argue for or against betrayal trauma theory," she writes. "The theory must stand or fall on its own evidence and logic." Readers looking for gossip and sensational detail will be disappointed; they will find instead a thoughtful and impassioned treatise by a survivor who has transformed her own betrayal trauma into an investigation of the psychology of memory.

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"Our brains are sculpted by our early experiences. Maltreatment is a chisel that shapes a brain to contend with strife, but at the cost of deep, enduring wounds."

--Teicher, 2000, p.67

In recent years, there has been a surge of research into early brain development. As recently as the 1980s, many professionals thought that by the time babies are born, the structure of their brains was already genetically determined. The role of experience on the developing brain structure was under-appreciated, as was the active role of babies in their own brain development through interaction with their environment (Shore, 1997). While much of the research examining brain functioning has been done with animals, new technologies are enabling more non-invasive research to be done with humans. Although there is still much to learn, we now know much more about the brain's development and functioning.

One area that has been receiving increasing research attention involves the effects of abuse and neglect on the developing brain during infancy and early childhood. Much of this research is providing biological explanations for what practitioners have been describing in psychological, emotional, and behavioral terms. We are beginning to see the scientific "evidence" of altered brain functioning as a result of early abuse and neglect. This emerging body of knowledge has many implications for the prevention and treatment of child abuse and neglect.

HOW THE BRAIN DEVELOPS

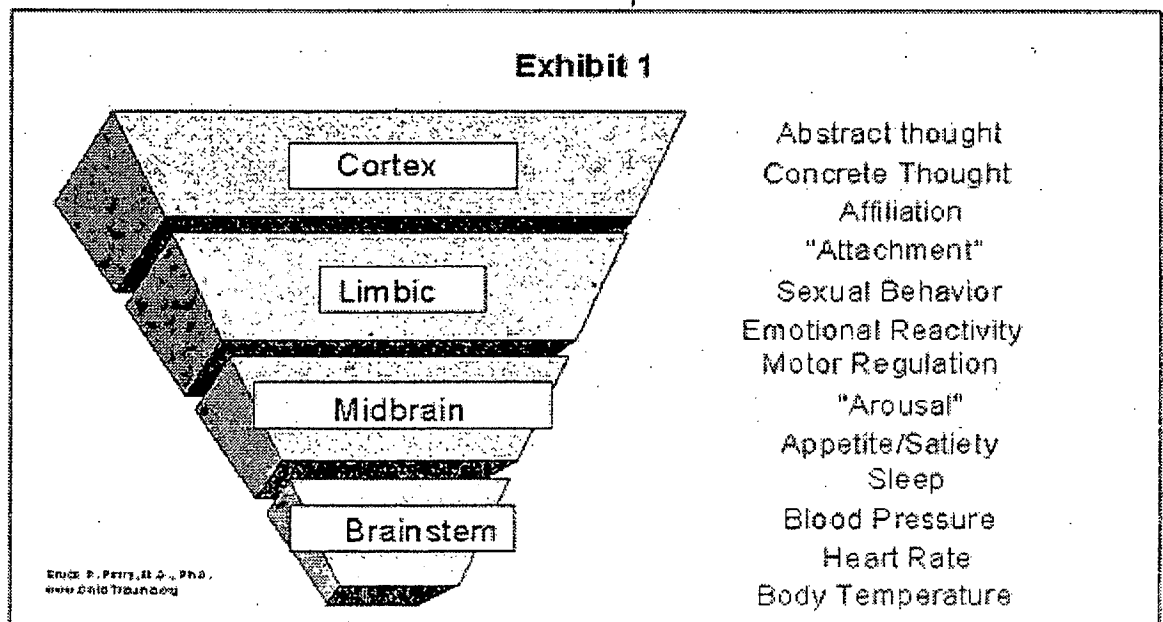
What we have learned about the process of brain development has helped us understand more about the influence of genetics and environment on our total development--the "nature versus nurture" debate. It appears that genetics predispose us to develop in certain ways. But our interactions with our environment have a significant impact on how our predispositions will be expressed; these interactions organize our brain's development and, therefore, shape the person we become (Shore, 1997).

Forming the Structure

The raw material of the brain is the nerve cell, called the *neuron*. When babies are born, they have almost all of the neurons they will ever have, more than 100 billion of them. Although there is research that indicates some neurons are developed after birth and well into adulthood (Shonkoff & Phillips, 2000), the neurons babies have at birth are primarily what they have to work with as they develop into children, adolescents, and adults.

During fetal development, the neurons that are created migrate to form the various parts of the brain. While the basic structure is intact at birth, much of the brain's growth occurs during the first few years after birth. This process of growth, or development, occurs sequentially from the "bottom up" (Perry, Pollard, Blakely, Baker & Vigilante, 1995; Perry 2000a).

The first areas of the brain to fully develop are the brainstem and midbrain; they govern the bodily functions necessary for life, called the autonomic functions. The last regions of the brain to fully develop are the limbic system, involved in regulating emotions, and the cortex, involved in abstract thought. (See Exhibit 1.) Each region manages its assigned functions through complex processes, often using chemical messengers (such as neurotransmitters and hormones) to help transmit information to other parts of the brain and body (Perry, Pollard, Blakely, Baker & Vigilante, 1995; Perry 2000a).



As the brain develops, it grows larger and more dense. By the age of 3, a baby's brain has

reached almost 90 percent of its adult size (Perry, 2000c). The growth in each region of the brain largely depends on receiving stimulation, which spurs activity in that region. This stimulation provides the foundation for learning.

Prenatal Exposure to Alcohol and Other Drugs

Exposure to alcohol and other drugs in utero can disrupt and significantly impair the way a baby's brain is formed (Shore, 1997).

Studies have shown that exposure to alcohol or other drugs, especially early in pregnancy, can alter the development of the cortex, reduce the number of neurons that are created, and affect the way in which chemical messengers are used (Shore, 1997). Although not all children who are exposed develop neurobiological problems, many do. These problems include difficulties with attention, memory, problem-solving, and abstract thinking. Many children born with Fetal Alcohol Syndrome are mentally retarded (Shonkoff & Phillips, 2000).

Organizing the Structure

Brain development, or learning, is actually the process of creating, strengthening, and discarding connections among the neurons; these connections are called synapses. Synapses organize the brain by forming neuronal pathways that connect the parts of the brain governing everything we do—from breathing and sleeping to thinking and feeling. This is the essence of post-natal development, because at birth, very few synapses have been formed. The synapses present at birth are primarily those that govern our bodily functions such as heart rate, breathing, eating, and sleeping. Almost all other functions are developed as babies grow up into children and adults (Shore, 1997).

The development of synapses occurs at an astounding rate during children's early years. By the time children are 3, their brains have approximately 1,000 trillion synapses, many more than they will ever need. Some of these synapses are strengthened and remain intact, but many are discarded. By the time children have reached adolescence, about half of their synapses have been discarded, leaving about 500 trillion, the number they will have for most of the rest of their lives (Shore, 1997).

Plasticity--The Influence of Environment

"Plasticity is a double-edged sword that leads to both adaptation and vulnerability."

--Shonkoff & Phillips, 2000, p. 94

Researchers use the term *plasticity* to describe the way the brain creates, strengthens, and discards synapses and neuronal pathways in response to the environment (Ounce of Prevention Fund, 1996). The brain's "plasticity" is the reason that environment plays a vital role in brain development.

The early over-production of synapses appears to be the result of evolution that has led our brains to expect certain experiences (Greenough, Black & Wallace, 1987). Our brains

prepare us for these experiences by forming the pathways needed to respond to those experiences. For example, our brains are "wired" to respond to the sound of speech; this is how we learn to talk. But these early synapses are weak; we must be repeatedly exposed to the expected experiences within a certain time period to activate and strengthen them. If this does not happen, the pathways developed in anticipation of those experiences may be discarded, and the development of the related functions will not occur as expected. This is often referred to as the "use it or lose it" principle (Greenough, Black & Wallace, 1987).

In addition to strengthening or discarding existing synapses, researchers theorize that some synapses may be newly developed in response to unique environmental conditions (Greenough, Black & Wallace, 1987). It is through these processes of creating, strengthening, and discarding synapses that our brains adapt each of us to our unique environment.

The ability to adapt to our environment is a part of normal development. Children growing up in cold climates or rural farms or large sibling groups learn how to function in those environments. But regardless of the general environment, all children need stimulation and nurturance for healthy development. If these are lacking—if a child's caretakers are indifferent or hostile—the child's brain development may be impaired. Because the brain adapts to its environment, it will adapt to a negative environment just as readily as it will adapt to a positive environment.

Sensitive Periods

"It is now clear that what a child experiences in the first few years of life largely determines how his brain will develop and how he will interact with the world throughout his life."

--Ounce of Prevention Fund, 1996

Researchers believe that during these years there may be "sensitive periods" for development of certain capabilities (Greenough, Black & Wallace, 1987). Because synapses are being formed at such an intense pace during this time, the opportunities for learning are almost limitless. But as the process of pruning synapses starts to increase, especially after age 3, these opportunities begin to decrease (Shore, 1997). If certain synapses and neuronal pathways are not repeatedly activated, they may be discarded, and the capabilities they promised may be diminished. For example, all infants have the capacity, indeed the genetic predisposition, to form strong attachments to their primary caregivers. But if a child's caregivers are unresponsive or threatening, and the attachment process is disrupted, the child's ability to form any healthy relationships during his or her life may be impaired (Perry, 2001a).

Although the first few years may be the "prime time" for learning, children and adults can learn later in life, but it is more difficult. This is especially true if a young child was deprived of certain stimulation, which resulted in the pruning of synapses and the loss of neuronal pathways. Helgeson (1997) offers the analogy of a country that has a dense network of branching streets; a traveler can go anywhere he wants, even unfamiliar places, by following the roads. If there are few roads, the traveler can still go places, but he has to travel "cross-country" and break new ground. It is doable, but much harder. As children progress through each developmental stage, they will learn and master each step more easily if their brains have built an efficient network of pathways.

Malnutrition

Malnutrition, both before and during the first few years after birth, has been shown to result in stunted brain growth and slower passage of electrical signals in the brain (Pollitt & Gorman, 1994; Shonkoff & Phillips, 2000). These effects on the brain are linked to cognitive, social, and behavioral deficits with possible long-term consequences (Karr-Morse & Wiley, 1997).

For example, iron deficiency (the most common form of malnutrition in the United States) can result in cognitive and motor delays, anxiety, depression, social problems, and problems with attention (Shonkoff & Phillips, 2000). Protein deficiency can result in motor and cognitive delays and impulsive behavior (Pollitt & Gorman, 1994). The social and behavioral impairments may be more difficult to "repair" than the cognitive impairments, even if the nutritional problems are corrected (Karr-Morse & Wiley, 1997).

While research has shown that the brain is more malleable in the first few years than at any other time in life, researchers disagree on how flexible or rigid the sensitive periods are. But they do agree that the experiences of the first few years form the foundation for children's future functioning. "While experiences may alter and change the functioning of an adult, experience literally provides the organizing framework for an infant and child" (Perry, Pollard, Blakely, Baker & Vigilante, 1995).

Memories

The "organizing framework" for children's development is based on the creation of "memories." When repeated experiences strengthen a neuronal pathway, the pathway becomes "sensitized," and, at some point, it becomes a memory. Memories are an indelible impression of the world (Perry, 1999); they are the way in which the brain stores information for easy retrieval.

There are different types of memories, such as motor, cognitive, and emotional memories. Memories help us to navigate our world without having to really think about it (Perry, 1999). Children learn to put one foot in front of the other to walk. They learn words to express themselves. And they learn that a smile usually brings a smile in return. At some point, they no longer have to think much about these processes-their brains manage these experiences with little effort because the memories that have been created allow for a smooth, efficient flow of information.

The creation of memories is part of our adaptation to our environment. Our brains attempt to understand the world around us and fashion our interactions with that world in a way that promotes our survival and, hopefully, our growth. But if the early environment is abusive or neglectful, our brains will create memories of these experiences that may adversely color our view of the world throughout our life.

EFFECTS OF MALTREATMENT ON BRAIN DEVELOPMENT

"Harry Chugani observes '... We can have individuals who, based on early experiences, are in effect "hard-wired" for negative behaviors.' Some neuroscientists consider this an overstatement; others find it too mild"

--Shore, 1997, p. 40

Babies' brains grow and develop as they interact with their environment and learn how to function within that environment. When babies' cries bring food or comfort, they are strengthening the neuronal pathways that help them learn how to get their needs met, both physically and emotionally. But babies who do not get responses to their cries, and babies whose cries are met with abuse, learn different lessons. The neuronal pathways that are developed and strengthened under negative conditions prepare children to cope in that negative environment, and their ability to respond to nurturing and kindness may be impaired (Shonkoff & Phillips, 2000).

Stress

Brief periods of moderate, predictable stress are not problematic; in fact, they prepare the child to cope with the general world. The body's survival actually depends upon the ability to mount a response to stress (Shonkoff & Phillips, 2000). But prolonged, severe, or unpredictable stress-including abuse and neglect-during a child's early years is problematic. The brain's development can literally be altered by these experiences, resulting in negative impacts on the child's physical, cognitive, emotional, and social growth.

Chronic stress sensitizes neural pathways and over-develops certain regions of the brain involved in anxiety and fear responses, and often results in the under-development of other neural pathways and other regions of the brain (Shore, 1997). Children who experience the stress of physical or sexual abuse will focus their brains' resources on survival and responding to threats in their environment. Children who experience the chronic stress of neglect-e.g., remaining hungry, cold, scared, or in pain-will also focus their brains' resources on survival. This chronic stimulation of the brain's fear response means that the regions of the brain involved in this response are frequently activated. When they are, other regions of the brain, such as those involved in complex thought, can not also be activated and are therefore not "available" to the child for learning (Shore, 1997).

Because the brain ultimately controls all bodily functions, experiences that alter brain development also alter our bodies' responses. Studies have shown that "... the overwhelming stress of maltreatment experiences in childhood is associated with alterations of biological stress systems and with adverse influences on brain development" (DeBellis, et al., 1999). One example of the effects of early maltreatment on brain and body functions involves the chemical cortisol. Cortisol is a hormone that helps the body prepare to cope with stress through its effects on metabolism and the immune system (Hart, Gunnar & Cicchetti, 1995). Studies have shown that many infants and children who have been maltreated have abnormal secretions of cortisol, indicating that their bodies' responses to stress have been impaired (Hart, Gunnar & Cicchetti, 1995; Lott, 1998, citing Main, 1996). More research is needed to understand why this occurs and what effects this may have on the children's emotional and social development, but this information provides some evidence of altered brain activity in maltreated children.

A key issue in understanding altered brain development in children who have been maltreated is that the way in which their brains develop is often a very adaptive response to their negative environment, but it is maladaptive in other environments (Hart, Gunnar &

Cicchetti, 1996). If a child lives in a threatening, chaotic world, his brain will be hyper-alert for danger; his survival may depend on it. But if this environment persists, and the child's brain is focused on developing and strengthening its strategies for survival, other strategies may not develop as fully. If a child lives in a world that ignores him, if he is not provided with appropriate stimulation for growth, his brain will focus on survival from day to day and may not fully develop healthy cognitive and social skills (Ounce of Prevention Fund, 1996, citing Lieberman & Zeanah, 1995). The result may be a child who has great difficulty functioning when presented with a world of kindness, nurturing, and stimulation. It is an unfamiliar world to him; his brain has not developed the pathways and the memories to adapt to this new world.

Persistent Fear Response

Fear is necessary to our basic survival. We must be able to detect threats and respond. Indeed, the brain is uniquely designed to sense, process, and store threatening information and to mobilize the body in response to threats. All parts of the brain and body are used in this response. "This total neurobiological participation in the threat response is important in understanding how a traumatic experience can impact and alter functioning in such a pervasive fashion" (Perry, 1999, p.3).

Chronic stress or repeated traumas can result in a number of biological reactions. Neurochemical systems are affected which can cause a cascade of changes in attention, impulse control, sleep, and fine motor control (Perry, 2000a; 2000c). Chronic activation of certain parts of the brain involved in the fear response (such as the hypothalamic-pituitary-adrenal [HPA] axis) can "wear out" other parts of the brain such as the hippocampus, which is involved in cognition and memory (Perry, 2000c). Early experiences of trauma can also interfere with the development of the subcortical and limbic systems which can result in extreme anxiety, depression, and difficulty forming attachments to other people (Shore, 1997). And chronic activation of the neural pathways involved in the fear response can create permanent "memories" which shape the child's perception of and response to his environment. While this adaptation may be necessary for survival in a hostile world, it can become a way of life that is difficult to change, even if the environment improves.

Dissociative and Hyper-arousal Responses

Dr. Bruce Perry, former head of the Child Trauma Academy at Baylor College of Medicine in Houston, Texas, offers this example of dissociative and hyper-arousal responses in the same child for different events.

"T is a twelve year old girl. From birth until age five she lived in a household characterized by domestic violence. During this time, she was noted to be quiet, compliant, "tuned out," daydreamed and generally "a good little girl." She reports little memory of the fighting but her mother describes finding her in her bed, rocking, with covers over her head after some of the fights in the home. At age 12, her mother re-married but unfortunately, episodes of domestic violence resumed in this household. This time, however, T was loud, combative, angry and would run away from the home each time these events took place. She was noted to have "attention" problems at

school that turned out to be hypervigilance. Rather than "tuning out" and withdrawing into a dissociative shell, this child was sensitized to fighting and had dramatic and pronounced hyperarousal during conflict."

--Perry, 2000b, p.8

Hyper-arousal

When a child is exposed to chronic, traumatic stress, his brain sensitizes the pathways for the fear response and literally creates memories such that his fear response becomes almost automatic; he doesn't really think about it. This is called a state of "hyper-arousal." His brain has adapted to a world that is unpredictable and dangerous; it is hyper-vigilant, focused on non-verbal cues that may be threatening (Perry, 1996). The regions of the brain involved in the hyper-arousal response are always "on," and because of this, the child may frequently experience hyperactivity, anxiety, impulsivity, and sleep problems (Perry, Pollard, Blakely, Baker & Vigilante, 1995). Hyper-arousal is most common in older children and in males (Perry, Pollard, Blakely, Baker & Vigilante, 1995).

In the state of hyper-arousal, similar to Post Traumatic Stress Disorder (PTSD), the brain's alarm system becomes particularly sensitive to "threatening" environmental cues, and the child may respond anxiously or aggressively. The regions of the brain involved in the hyper-arousal response become re-activated when the child is exposed to a reminder of the earlier trauma (such as thinking or dreaming about it), to perceived threats (which may not seem threatening to others), and sometimes to generalized reminders (signals) (Perry, Pollard, Blakely, Baker & Vigilante, 1995). Perry (1997) presents an example of an 8-year old boy who became extremely agitated-sobbing and hysterical-when the staff at his group home refused to cut up his hot dog before he ate it. The child had been sexually abused by his father and other men. Foods such as hot dogs, bananas, and popsicles evoked his brain's fear response, and until the "signal" was removed or altered, his brain experienced it as a threat. Another example is that of a child who had committed an impulsive, violent act and explained it by saying "I could tell he was going to jump me-he looked me in the eyes" (Perry, 1997, p. 6). In his mind, his brain, the simple act of looking him in the eye was perceived as a threat that required a defensive response.

Not only may children in a state of hyper-arousal react anxiously or aggressively to perceived threats, they may actually provoke threatening behavior from others in order to have some control over it. Predictability of threat is important (Perry, 1997). Children who have been victims of unpredictable physical or sexual abuse learn (consciously or unconsciously) that if abuse is going to happen, it is better to control when it happens. They may engage in aggressive, provocative behavior to elicit a predictable response (Perry, 1997). For example, a girl who has suffered repeated sexual abuse from her father may attempt to seduce a male teacher. She may believe that men will invariably try to have sex with her, so she tries to control when and with whom.

Dissociation

While hyper-arousal is more common in older children and males, dissociation is more common in younger children and in females-children who often feel or are immobile or powerless (Perry, Pollard, Blakely, Baker & Vigilante, 1995). Dissociation is characterized by first attempting to bring caretakers to help, and if this is unsuccessful, becoming motionless (freezing) and compliant and eventually dissociating; this is often called the

"surrender" response (Perry, Pollard, Blakely, Baker & Vigilante, 1995). People describe children in a dissociative state as numb, non-reactive, or "acting like they aren't there."

Just as children in a state of hyper-arousal have sensitized neural pathways controlling their response to a threatening environment, children in a state of dissociation have sensitized neural pathways that elicit a different response. A child in a dissociative state, when presented with a threat, may "freeze," both physically and cognitively (Perry, Pollard, Blakely, Baker & Vigilante, 1995). When an adult asks or tells them to do something, they don't respond. If the adult becomes angry and more threatening, the child becomes even more anxious and moves further into full dissociation (Perry, Pollard, Blakely, Baker & Vigilante, 1995).

Disrupted Attachment Process

At the foundation of much of our development is the concept of "attachment" which refers to the emotional relationships we have with other people. One of the first priorities of an infant is to form an attachment to his primary caregiver (Kraemer, 1992). This relationship not only provides the foundation for future emotional relationships, it also provides the base for other learning, because babies and children learn best when they feel safe, calm, protected, and nurtured by their caregivers. If the attachment process is disrupted, as can occur with abusive and neglectful caretakers, the child's brain will be more focused on meeting his day-to-day needs for survival rather than building the foundation for future growth.

Much of a child's emotional development is rooted in his relationships with his early primary caregivers. For example, it appears that aggressive, submissive, and frustration behaviors may be genetically encoded (Kraemer, 1992). If relationships with the caregivers are positive, the child's cognitive structures learn to regulate these emotions and behaviors. If the relationships are negative or weak, the lower-brain responses become dominant and the cognitive regulating structures do not develop to their full capacity-the young child may not fully develop the cognitive ability to control his emotions, nor develop an awareness of others' emotions (Kraemer, 1992).

One example of a potential effect of poor early attachments is impaired "social cognition" (Kraemer, 1992). Social cognition involves an awareness of oneself in relation to others and an awareness of the emotions of others. If these abilities are poorly developed, many types of social interactions may be experienced as stressful-unfamiliar, strange situations that are difficult for the child to incorporate because he does not have a strong internal representation (memory) of what is happening and how to respond (Kraemer, 1992). Children who have been abused and neglected often lack empathy and truly do not understand what others feel like when they do something hurtful.

Neglect-Lack of Stimulation

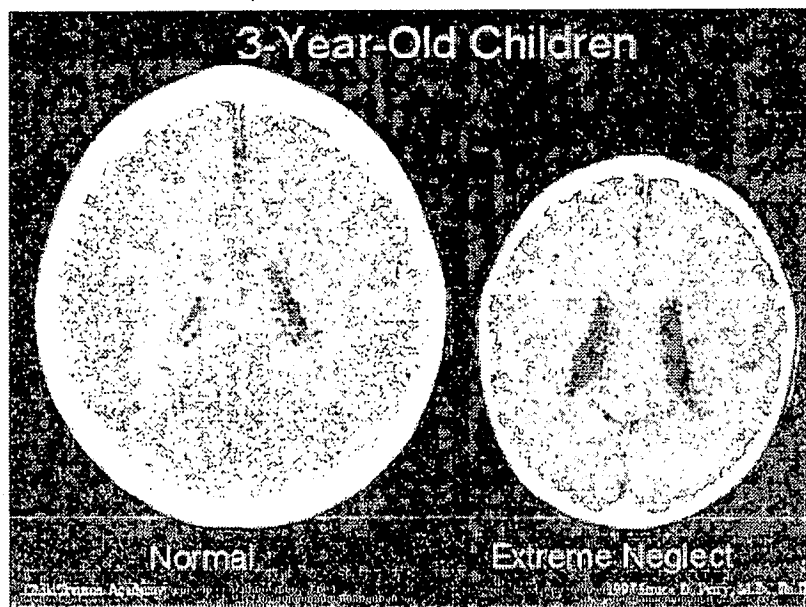
While chronic abuse or neglect can result in sensitized fear response patterns, neglect alone also can result in other problems. Although neglect often is thought of as a failure to meet a child's physical needs for food, shelter, and safety, neglect also can be a failure to meet a child's cognitive, emotional, or social needs. For children to master developmental tasks in these areas, they need opportunities, encouragement, and acknowledgement from their caregivers. If this stimulation is lacking during children's early years, the weak neuronal pathways that had been developed in expectation of these experiences may wither and die-the children may not achieve the usual developmental milestones.

For example, babies need to experience face-to-face baby talk and hear countless repetitions of sounds in order to build the brain circuitry that will enable them to start making sounds and eventually say words and form sentences (Helgeson, 1997). If babies are ignored, if their caregivers do not provide this type of intense verbal interaction, their language development may be delayed. If a child does not receive kindness as an infant, he may not know how to show kindness as an adult. If a child's cries for attention are ignored as a toddler, he may not know how to interact positively with others later. These capacities may not fully develop because the required neuronal pathways were not activated enough to form the "memories" needed for future learning (Greenough, Black & Wallace, 1987).

Global Neglect

The term "global neglect" is used when a child has experienced deprivations in more than one domain, i.e., language, touch, and social interaction (Perry & Pollard, 1997). Children who were adopted from Romanian orphanages in the early 1990s are often considered to be globally neglected; they had little contact with caregivers and little to no stimulation from their environment-little of anything required for healthy development. One study found that these children had significantly smaller brains than the norm, suggesting decreased brain growth. (Perry & Pollard, 1997). (See Exhibit 2.)

This type of severe, global neglect can have devastating consequences. The extreme lack of stimulation may result in fewer neuronal pathways available for learning; genetically normal children may be at a permanent intellectual disadvantage (Greenough, Black & Wallace, 1987). The lack of opportunity to form an attachment with a nurturing caregiver during infancy may mean that some of these children will always have difficulties forming meaningful relationships with others (Perry, 2001a). But these studies also found that time played a factor-children who were adopted as young infants have shown more recovery than children who were adopted as toddlers (Rutter, et al., 2000).



"These images illustrate the negative impact of neglect on the developing brain. In the CT scan on the left is an image from a healthy three year old with an average head size. The image on the right is from a three year old child suffering from severe sensory-deprivation neglect. This child's brain is significantly smaller than average and has abnormal

development of cortex." These images are from studies conducted by a team of researchers from the Child Trauma Academy (www.ChildTrauma.org) led by Bruce D. Perry, M.D., Ph.D.

Pervasive and Long-term Effects

Maltreatment during infancy and early childhood has been shown to negatively affect early brain development and can have enduring repercussions into adolescence and adulthood. As mentioned earlier, the experiences of infancy and early childhood literally provide the organizing framework for the expression of children's intelligence, emotions, and personalities. When those experiences are primarily negative, children may develop emotional, behavioral, and learning problems that persist throughout their lifetime, especially in the absence of targeted interventions.

While some children seem unaffected or minimally affected by their traumatic experiences, in reality, it is often the adults around them who are misreading their cues. These children are communicating non-verbally with us, and we need to learn the language and educate others who work with children who have been maltreated about this language (Perry, 1999). Children do not just "get over it." As they attempt to cope, as their brains adapt to the negative environments, their true emotional, behavioral, cognitive, and social potential may be diminished (Perry, Pollard, Blakely, Baker & Vigilante, 1995).

Children who have experienced chronic abuse and neglect during their first few years may live in a persistent state of hyper-arousal or dissociation, anticipating threats around every corner, and their ability to benefit from social, emotional, and cognitive experiences may be impaired (Perry, 1996). The various regions of the brain can not grow without being activated, and certain regions can not be activated when others are. To learn and incorporate new information, whether it be a lesson in the classroom or a new social experience, the child's brain must be in a state of "attentive calm," a state the traumatized child rarely achieves. It is not uncommon for teachers who work with traumatized children to observe that the children are really smart, but they do not learn easily; they are often diagnosed with learning disabilities (Perry, 1996). Children who have not been able to develop healthy attachments with their caregivers, and whose early emotional experiences have not laid the necessary groundwork for healthy emotional development, may have a limited capacity for empathy (Perry, 1997). The ability to feel remorse and empathy are built on experience. In the extreme, if a child feels no emotional attachment to any human being, he can not be expected to feel remorse for hurting or even killing someone. Perry (1997) offers the example of a 15-year-old boy who felt no remorse for having committed murder. The boy had been neglected and humiliated by his primary caretakers as a child. "He is literally emotionally retarded. The part of his brain which would have allowed him to feel connected to other human beings-empathy-simply did not develop" (Perry, 1997, p. 4).

The effects of abuse and neglect on the developing brain during children's first few years can result in various mental health problems. For example:

- Diminished growth in the left hemisphere may increase the risk for depression (Teicher, 2000).
- Irritability in the limbic system can set the stage for the emergence of panic disorder and post-traumatic stress disorder (PTSD) (Teicher, 2000).
- Smaller growth in the hippocampus and limbic abnormalities can increase the risk for

dissociative disorders and memory impairments (Teicher, 2000).

- Impairment in the connection between the two brain hemispheres has been linked to symptoms of attention-deficit/hyperactivity disorder (ADHD) (Teicher, 2000).
- Severely neglected children who have been deprived of sensory stimulation-including touch, movement, and sound-may be at risk for Sensory Integration Disorder (SID) (Parent Network for the Post-Institutionalized Child, 1995).
- Children who have been raised in environments that totally disregarded their needs for comfort, stimulation, and affection may be at risk for Reactive Attachment Disorder (Parent Network for the Post-Institutionalized Child, 1995).

We are learning more about the serious, long-term consequences of abuse and neglect on brain development, and subsequent physical, cognitive, emotional, and social growth. What do we do with this information? What does it mean for biological parents, foster and adoptive parents, professionals, the child welfare system, and for society? How can we use this knowledge to improve our interventions with children who have been abused and neglected, and, most importantly, to prevent abuse and neglect from occurring? While these questions may be challenging, this growing body of knowledge compels us to work towards finding the answers.

IMPLICATIONS FOR PRACTICE AND POLICY

"The new developments in brain research show us what children need; our challenge is to ensure that every child receives it."

--Ounce of Prevention Fund, 1996

The knowledge we have gained from research examining the effects of maltreatment on brain development can be helpful in many ways. With this information, we are better able to understand what is happening within the brains of children who have been abused and neglected. In fact, much of this research is providing further, solid evidence for what professionals and caregivers have been describing in behavioral, emotional, and psychological terms. We can use this information to improve our systems of care, and to strengthen our prevention efforts.

There has been some encouraging progress in States' recognition of early brain development research and how this information can be used to improve services. In a survey conducted by the Child Welfare League of America in 2000, 31 States reported that they had reviewed relevant research findings (CWLA, n.d.). Many also reported that they had engaged in efforts to increase awareness about early brain development, and that both legislative and policy changes had occurred to enhance prevention, early intervention, and healthy child development programs (CWLA, n.d.).

The Child Welfare System

While the goal of the child welfare system is to protect children, many child welfare interventions-such as investigation, appearance in court, removal from home, placement in a foster home, etc.-may actually reinforce the child's view that the world is unknown, uncontrollable, and frightening. These experiences can actually contribute to the traumatized child's "catalog" of fearful situations (Wolff & Brandt, 1998). In addition, many child welfare systems in the United States do not provide comprehensive assessments to all children in their care, and therefore the treatments provided may not be the most effective-they may not accurately target each child's unique experience.

As much as possible, the child welfare system needs to address these deficits and reform practice to provide consistency, repetition, nurturance, predictability, and control (returned to the child) to diminish the fearful nature of the interventions (Wolff & Brandt, 1998). In addition, child welfare systems should provide comprehensive assessments for all children as soon as possible to examine their physical, cognitive, emotional, and social development (Committee on Early Childhood, Adoption and Dependent Care, 2000; Shonkoff & Phillips, 2000). Accomplishing these objectives will require the participation of all stakeholders including policymakers; family court judges; managers; child welfare workers; medical, mental health, and education professionals; kinship, foster, and adoptive parents; and the parents and children themselves. Every group must examine its contribution to the development of the children served by the child welfare system, and strive to provide that contribution in a manner that will promote healthy development for each child.

The Role of Professionals

One of the first tasks for professionals who work with children who have been maltreated is to educate themselves about the effects of maltreatment on early brain development, as well as interventions likely to be effective. For example, "talk" therapy must do more than talk if the child is in a persistent hyper-arousal state; the child's brain may well be unresponsive to verbal interactions (Lott, 1998; Perry, 1999). According to Dr. Schore, "What will get through is tone of voice, demeanor, facial expressions and a sense of empathy that is rooted in the early psychobiological attunement between mother and infant" (Lott, 1998, p. 3).

Professionals who are knowledgeable about this issue need to educate others who work with and care for the children (Comfort, 1997; Committee on Early Childhood, Adoption and Dependent Care, 2000; Perry, 1996). Information can be provided to foster parents and other caregivers to help them understand the effects of maltreatment on children's brain development, how those early experiences may influence current behavior and functioning, and what can be done to help the children recover their lost potential. CPS workers, judges, and teachers also may not be knowledgeable about these issues; they can benefit from opportunities to understand the importance of their contributions to the child's environment. By working in a coordinated manner, professionals and caregivers can help to minimize unpredictable, unknown, and frightening experiences and assist the child's movement along a path of healthy development.

Human service professionals are increasingly receptive to new knowledge about human brain development (Shore, 1997). Professionals across disciplines are engaged in exciting new efforts to rethink the brain and apply the knowledge and ideas to support the healthy development and well-being of children (Shore, 1997). As these efforts begin to offer meaningful information, it must be translated into policies and practices for the front-line workers and caregivers in order to have the most impact on improving child well-being in child welfare systems.

The Role of Caregivers

Many children who have suffered abuse and neglect are removed from their homes by the child welfare system for their safety. These children may be temporarily cared for by extended family, foster parents, or group home staff, and some will be adopted. While many caregivers have an innate sense about how to raise children, familiarity with the effects of maltreatment on brain development and the possible manifestations of those effects are not likely to be "common knowledge."

It is important for caregivers to have realistic expectations for the children in their care. Children who have been abused or neglected may not be functioning at their chronological age in terms of their physical, social, emotional, and cognitive skills. They may also be displaying unusual and/or difficult coping behaviors. For example, abused or neglected children may:

- Be unable to control their emotions and have frequent outbursts
- Be quiet and submissive
- Have difficulties learning in school
- Have difficulties getting along with siblings or classmates
- Have unusual eating or sleeping behaviors
- Attempt to provoke fights or solicit sexual experiences
- Be socially or emotionally inappropriate for their age
- Be unresponsive to affection.

"It is easy for foster parents to become confused, frustrated, and sometimes devastated from the lack of response and reciprocity to the love, affection, attention, and care they offer" (Comfort, 1997, p. 29). Even caregivers with the best of intentions can misunderstand a child's behavior, fashion their response based on that misunderstanding, and then wonder why their response was not effective.

To be more effective in their roles, caregivers who serve abused and neglected children could benefit from training and support related to the effects of maltreatment on early brain development. Understanding some basic information about the neurobiology underlying many challenging behaviors may help caregivers shape their responses more effectively. But while a general understanding is helpful, foster parents and other caregivers need to know the history of their particular foster children's experiences in order to tailor their approaches (Comfort, 1997). They may need to develop some special skills to cope with the children's special needs.

In general, children who have been abused or neglected need nurturance, stability, predictability, understanding, and support (Committee on Early Childhood, Adoption and Dependent Care, 2000). They may need frequent, repeated experiences of these kinds to begin altering their view of the world from one that is uncaring or hostile to one that is caring and supportive. Until that view begins to take hold in the child's mind, the child may not be able to truly engage in a positive relationship. And the longer the child lived in the abusive or neglectful environment, the harder it will be to convince his brain that his world can change. But one thing we have learned from research is that environment does make a difference. Consistent nurturing from caregivers who receive training and support may offer the best hope for the children who need it most.

Intensive, Early Intervention

"The brain itself can be altered . . . with appropriately timed, intensive interventions"
--Shore, 1997, p. 36

Intensive, early interventions are key to minimizing the long-term effects of early trauma on children's brain development (Committee on Early Childhood, Adoption and Dependent Care, 2000). Two studies that have shown this impact include the following:

- Craig Ramey of the University of Alabama at Birmingham reported that vulnerable children who received services from 4 months to 5 years old showed better cognitive development than those receiving services from age 5 to age 8; the difference was even more pronounced at age 12 than at age 8 (Shore, 1997).
- Rutter, et al. (2000) studied the development of children adopted from Romanian orphanages. When each child was 6 years old, the researchers assessed what proportion of the adopted children were functioning "normally." They found that 69 percent of the children adopted before the age of 6 months were functioning normally, 43 percent of the children adopted between the ages of 7 months and 2 years, and 22 percent of the children adopted between the ages of 2 years and 3½ years.

Indeed, many studies have shown the effectiveness of early intervention, but we now have a better understanding of why early intervention makes a difference. And taking a neuro-developmental approach in early intervention can decrease the "intensity and severity of the response to trauma [which] will decrease the probability of developing . . . sensitized neural systems resulting in a persisting hyper-arousal or dissociative symptoms or both" (Perry, Pollard, Blakely, Baker & Vigilante, 1995).

In order to heal a "damaged" or altered brain, interventions must activate those portions of the brain that have been altered (Perry, 2000c). Because brain functioning is altered by repeated experiences that strengthen and sensitize neuronal pathways, interventions can not be constrained to weekly therapy appointments. Interventions must address the totality of the child's life, providing frequent, consistent "replacement" experiences so that the child's brain can begin to incorporate a new environment—one that is safe, predictable and nurturing.

Although early interventions show the most promise for significant recovery from abuse and neglect, later interventions are not futile. However, as children get older, recovery from lost or altered brain functioning may be slower and less complete than recovery attempted earlier in the children's lives (Shore, 1997). But some recovery is certainly possible; while a negative environment may contribute to deficits, a positive environment can contribute to growth (Teicher, 2000).

Prevention

While early intervention with maltreated children can minimize the effects of abuse and neglect, it is equally or even more important to prevent problems before they start. "Clearly, . . . the costs (in human suffering, loss of potential, and real money) of trying to repair, remediate, or heal these children is far greater than the costs of preventing these problems by promoting healthy development of the brain during the first few years of life" (Ounce of Prevention Fund, 1996, p. 3).

Prevention efforts can target the general population ("primary" or "universal" prevention), educating the public and changing policies to promote healthy brain development. For example, one prevention strategy might involve expanding education efforts that target women who may become pregnant about the effects of alcohol on the developing brain of the fetus. An example of a policy change might involve expanding family leave to allow more parents time off from work to care for and build an attachment to a newborn or adopted child.

Prevention efforts also can target children and families considered to be "at-risk" of developing problems before problems develop ("secondary" or "selected" prevention). By the time a child who has been abused or neglected comes to the attention of professionals, is likely that some damage already has been done. Secondary prevention efforts must reach out to at-risk families before this point. There are many home visitation programs that provide services to at-risk families before and after the birth of a child-services that support children's healthy development-that have proven to be successful in preventing future problems (Ounce of Prevention Fund, 1996, citing MacMillan, 1994).

Many researchers examining the effects of maltreatment on early brain development agree that this knowledge should be used to expand and strengthen prevention efforts (Ounce of Prevention Fund, 1996; Perry, 1996; Shonkoff & Phillips, 2000; Teicher, 2000). Without expanded prevention, our society will continue to fight an uphill battle to "repair" the damage that has been done to thousands of children who have been abused and neglected. Society can not continue to ignore the laws of biology (Perry, 1996); the more we learn about early brain development, the more responsibility we have to act on that knowledge.

SUMMARY AND RESEARCH RECOMMENDATIONS

In 1999, approximately 826,000 children were determined to be victims of abuse and/or neglect (U.S. Department of Health and Human Services, 2001), but it is likely that many more children are actually suffering under adverse conditions. Each one of these children already may have suffered damage to their growing brains. Their brains may be locked into perceiving the world as a cold or dangerous place. They may have great difficulties responding to the caring concern of others. Because their brains' energies have been focused on survival, on meeting their own needs, these children may not have developed the physical, cognitive, social, and emotional capabilities one would expect of them. But their future, and the futures of countless others to come, need not be so bleak.

One lesson we have learned from the research on brain development is that environment has a powerful influence on development. Stable, nurturing caregivers and knowledgeable, supportive professionals can have a significant impact on these children's development. And using this growing body of knowledge in prevention efforts can potentially reduce the number of children who will require "reparative" work. There is still much to learn, however. Some of the recommendations from the National Academy of Sciences, Committee on Integrating the Science of Early Childhood Development include:

- Bring together biological and psychosocial researchers to bridge the divide between these fields.
- Understand more about the contribution of genetics to the development process that may explain susceptibility to risk and capacity for resilience.
- Understand more about how biological processes interact with the environment to affect behavior.
- Fund collaborative research projects to study the effect of environment on brain development to learn more about what are deprived, sufficient, and enriched environments.
- Direct program-based research and evaluation to document and test interventions to ensure full effectiveness, and use knowledge from ineffective programs to spur more experimentation (Shonkoff & Phillips, 2000).

While we continue to study and learn more about the effects of maltreatment on early brain development, we can begin to use the knowledge that is already available. We can use this knowledge to strengthen our prevention and intervention strategies, our support of caregivers, and our commitment to provide all children with the nurturance and stimulation they need to grow up healthy and happy.

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EXHIBIT

20

TEAM #3

**Blake Riordan
Chris Fuller**

**CONDITIONS IN THE
CONNALLY
PRISON UNIT**

MEMORANDUM

TO: Professor Roark Reed & George Ashford
FROM: Chris Fuller & Blake Riordan
DATE: May 9, 2002
RE: Randy Halprin--Conditions in the Connally Prison Unit

ISSUE

Whether the conditions in the Connally Prison Unit were a motivating factor in Randy Halprin's decision to escape the unit on December 13, 2000.

BRIEF ANSWER

Although the Texas prison system has a well-documented history of forcing its inmates to live in violent and inhumane conditions, it has made significant improvements in recent years. Yet many problems still remain, including the daily occurrence of extreme acts of violence, gang intimidation, and the lack of adequately trained and experienced security personnel.

Despite the fact that these problems and many others are present in the Connally Unit, Randy feels that they had no influence on his decision to escape. In fact, Randy was able to serve his time without any major incidents by maintaining a low profile each day. He claims that the motivating factors behind his decision to escape were the strict parole rules and procedures and his desire to start a new life in Seattle.

DISCUSSION

A. Brief History of the Texas Prison System

The Texas prison system has a recent history of forcing its inmates to live in truly horrendous conditions. In fact, the living conditions in prisons became so terrible and inhumane that the federal government assumed control of the operation of Texas prisons in 1980.¹ In *Ruiz v. Estelle*, several inmates brought a class action alleging unconstitutional practices and conditions in the Texas prison system.² A grueling 159-day trial allowed the District Court for the Southern District of Texas to provide detailed findings of fact describing the horrendous and inhumane living conditions experienced by inmates inside the many Texas prisons.³ Specifically, the court found that all of the prisons were extremely overcrowded and that the sanitation facilities, recreational facilities, health care services, disciplinary procedures, and procedures relating to court access were all completely inadequate.⁴ In addition, the court found that fire safety and sanitation standards were in violation of state law and the U.S. Constitution.⁵

¹ See generally *Ruiz v. Estelle*, 503 F. Supp. 1265 (S.D. Tex. 1980).

² *Id.*

³ See generally *id.*

⁴ See *id.* at 1277-1383.

⁵ See *id.*

As a result, the court held that the Texas prison system's conditions and practices violated the Eighth and Fourteenth Amendments to the Constitution.⁶ To remedy the situation, the court issued a consent decree, which granted comprehensive injunctive relief in numerous areas of the prison system. In addition, the court appointed a special federal master to monitor provisions of the consent decree and to ensure that court orders were followed.⁷

Due to the embarrassment and humiliation of more than twenty years of federal intervention, Texas has continuously made efforts to regain control of its prisons. Subsequent appellate decisions have diminished much of the original *Ruiz* decision, but the federal government has retained exclusive control in three areas. Currently, the special federal master oversees all standards and conditions dealing with solitary confinement, inmate assault and abuse, and correctional officer excessive use of force.⁸ Judge William Justice, who issued both the original and the latest *Ruiz* opinion, has also made it clear that until Texas drastically improves its standards in these three areas, federal intervention will continue.⁹

The Current Texas Prison System

The Texas Department of Criminal Justice (hereinafter "TDCJ") operates all of the state prison units. The TDCJ's Institutional Division (hereinafter "ID")

⁶ *Id.* at 1391.

⁷ *Id.* at 1389-90.

⁸ *Ruiz v. Johnson*, 154 F. Supp. 2d 975, 1001 (S.D. Tex. 2001).

⁹ *Id.* ("So long as these conditions persist, this civil action will remain alive.").

supervises and operates all units responsible for the confinement of adult felony offenders.¹⁰ The ID's mission is to "provide safe and appropriate confinement, supervision, rehabilitation and reintegration of adult felons, and to effectively manage or administer correctional facilities based on constitutional and statutory standards."¹¹ To accomplish this mission throughout the state, the Connally Unit and other units supervised by the ID provide the same basic living conditions, follow many of the same disciplinary procedures, and offer similar educational, religious, and health services.

Basic Prison Living Conditions

ID units are only responsible for providing the essential survival items to their inmates, such as food, clothing, and personal hygiene products.¹² However, inmates may use money deposited in their trust fund accounts to purchase luxury items from the unit commissary.¹³ A typical inmate meal is usually a pork, chicken or beef dish.¹⁴

In general, inmates do not enjoy lavish living conditions, and their access to entertainment is limited. For example, individual inmate cells are not air-conditioned during hot Texas summer months.¹⁵ Instead, a forced air system

¹⁰ TDCJ Homepage, <http://www.tdcj.state.tx.us/id/id-home.htm>.

¹¹ *Id.*

¹² <http://www.tdcj.state.tx.us/faq/faq-id.htm>.

¹³ *Id.* Unit commissaries sell special items such as snack foods, toiletries and approved magazines and books. *Id.* Inmates can receive money to purchase these items from friends and family through deposits in their trust fund accounts. *Id.*

¹⁴ *Id.*

¹⁵ *Id.*

keeps inside air moving and fresh air coming in.¹⁶ In addition, inmates are not allowed to have televisions in their cells.¹⁷ Inmates with television privileges may view programs in the recreation area, but a correctional officer dictates which programs may be viewed.¹⁸

Inmates also follow a strict daily routine consisting of early hours and intense work. They wake up at 3:30 a.m., and they can only eat breakfast at the designated 4:30 a.m. time slot.¹⁹ At 6:00 a.m. inmates must report to their individual work assignments. ID units do not force inmates to work on a "chain gang."²⁰ Rather, most inmates are assigned to work in prison support jobs such as laundry, cooking, cleaning, and general building maintenance.²¹ In addition, many inmates work in various unit agricultural jobs.²² Good work does not go unnoticed in ID units. Inmates who exhibit strong work habits can earn various privileges and learn valuable job skills.²³

Disciplinary Procedures

All ID units enforce strict rules and impose various disciplinary sanctions when such rules are violated. The TDCJ requires inmates to follow certain

¹⁶ Id.

¹⁷ Id.

¹⁸ Id.

¹⁹ Id.

²⁰ Id.

²¹ Id.

²² Id.

²³ Id.

statewide rules, and individual units may require inmates to follow unit-specific rules as well.²⁴ Inmates receive information concerning the unit's general rules soon after their arrival, and various other rules are posted throughout the unit.²⁵ All punishable rules must be "in written form, must provide adequate notice of the conduct prohibited, and must be adequately distributed or posted."²⁶

Inmates may be subject to various disciplinary sanctions when they violate a written or posted rule.²⁷ The severity of a disciplinary sanction depends on the seriousness of the particular violation.²⁸ For example, minor rules violations can be handled rather informally, usually by counseling or an assertive verbal reprimand.²⁹ However, more serious violations are handled formally through either a minor or major disciplinary hearing.³⁰ An inmate found guilty in a minor hearing may be subject to a range of punishments, including restricted visitation, suspension of recreation, restriction to living quarters, or extra work duty.³¹ But in a major disciplinary hearing, the more severe sanctions available include loss

²⁴ <http://www.tdcj.state.tx.us/id/id-discipline.htm>.

²⁵ *Id.*

²⁶ <http://www.tdcj.state.tx.us/faq/faq-id.htm>.

²⁷ <http://www.tdcj.state.tx.us/id/id-discipline.htm>.

²⁸ *Id.*

²⁹ *Id.*

³⁰ *Id.*

³¹ *Id.*

of accumulated good conduct time, solitary confinement, or a monetary judgment when the violation results in the destruction of state property.³²

Educational Services

Inmates who have earned educational privileges may take advantage of a large selection of educational opportunities. First, inmates can learn basic literacy skills and prepare for a GED examination.³³ Second, local colleges and universities provide several academic and vocational programs to inmates with a high school diploma or GED.³⁴ Third, inmates can learn valuable job skills by participating in over 50 vocational training programs.³⁵ Finally, inmates can enroll in the "CHANGES"³⁶ program, which teaches inmates basic life skills, and social values that help them reintegrate into society.³⁷

Religious Services

ID inmates can also take advantage of several religious services and are encouraged to do so. All ID units have at least one full-time chaplain who addresses the religious needs of the entire unit.³⁸ Several faiths are

³² Id.

³³ <http://www.tdcj.state.tx.us/id/id-education.htm>.

³⁴ Id.

³⁵ Id.

³⁶ Changing Habits and Achieving New Goals to Empower Success.

³⁷ Id.

³⁸ <http://www.tdcj.state.tx.us/id/id-religion.htm>.

represented, including Protestant, Catholic, Jewish, Muslim, and other religions that can be handled by volunteers.³⁹

Health Services

ID unit inmates also have access to a wide variety of health care services. The University of Texas Medical Branch provides health care to units in south and east Texas,⁴⁰ and the Texas Tech University Health Sciences Center is responsible for west Texas units.⁴¹ Inmates can receive treatment for simple and special illnesses, and local hospitals can provide emergency services when necessary.⁴² Inmates with mental health problems can receive both inpatient and outpatient care, and mentally impaired or physically handicapped inmates have access to several special programs.⁴³

Two Major Problems in the Texas Prison System

Correctional Officers

One of the most serious problems faced by the TDCJ is the shortage of adequately trained and experienced correctional officers. In 2000, 2,300 officers understaffed the ID, and almost half of the correctional officers actually working for the ID had less than three years of experience.⁴⁴ Under these conditions,

³⁹ Id.

⁴⁰ The University of Texas Medical Branch provides the Connally Unit's health services.

⁴¹ <http://www.tdcj.state.tx.us/id/id-healthsvcs.htm>.

⁴² Id.

⁴³ Id.

⁴⁴ http://www.geocities.com/tdcj_id/officer.htm. Of the 24,181 correctional officers in 2000, 3,620 had less than one year of experience, 3,026 had one to two years of experience, and 4,943 had two to three years of experience. Id.

many officers must work double shifts and remain on call when officers fail to attend work as scheduled.⁴⁵ Unfortunately, inmates know when their unit is understaffed or staffed with inexperienced officers, and they are more likely to commit acts of violence when these situations arise.⁴⁶

No one is more concerned about the lack of experienced security personnel and the danger it presents than the correctional officers themselves. Former TDCJ correctional officer, M.L. Brown, described his former job as a daily battle with unbelievable fear and gruesome violence:

Each day we walk where few people desire to walk. We pass from an unrestricted world of choices to a world behind a wall of eight-foot fences and razor wire. We walk among, stand beside, and are surrounded by murderers, sex offenders, burglars and thieves, joy riders and car jackers, hot check writers, alcoholics and drug users, and the list goes on. These men and women housed in the numerous prison units in the State of Texas. Inside the fences, we are the minority. Offenders outnumber us many times. It is not uncommon for one corrections officer to provide security to over 80 plus offenders. For this, we are thrown upon, spit on, beat, stabbed and even murdered.⁴⁷

Due to the understaffing, high assault rates, below average salary, and overall unsafe working environment, many correctional officers quit their jobs to escape the dangerous environment for higher paying jobs.⁴⁸ Those who remain are

⁴⁵ Id.

⁴⁶ Id.

⁴⁷ Id.

⁴⁸ Id.

happy to end their shifts each day without injury, only to return the next day and face the same fear and danger again.⁴⁹

Violence

The most serious problem within ID units is the daily occurrence of inmate on inmate violence, inmate on correctional officer violence, and correctional officer on inmate violence. Nearly 1,300 reported injuries occurred in all of the ID units during the months leading up to Randy's escape in 2000, several of which occurred in the Connally Unit.⁵⁰ To fully appreciate the severity of prison violence, a few specific year 2000 examples from the Connally Unit and other ID units is helpful.

Other ID Units:

- 10/00 (Beto Unit): One inmate was assaulted by two other inmates and received serious injuries when he was struck by a sock containing a fan motor and a food can filled with wet toilet paper.⁵¹
- 7/00 (Walls Unit): A female officer was forced into a unit utility closet by an inmate who threatened to cut her with a single-edged razor blade while attempting to sexually assault her. The officer began to yell and struggle with the inmate, and he eventually grabbed her by the throat and began choking her. The two fell to the ground where he began to knock the officer's head against the floor.⁵²

⁴⁹ Id.

⁵⁰ http://www.geocities.com/tdcj_id/2000.htm.

⁵¹ Id.

⁵² Id.

- 6/00 (Terrell Unit): A 78-year-old volunteer chaplain was assaulted when his arm was nearly cut off by a death row inmate. The inmate pulled the chaplain's arm into his cell, tied a sheet around it, and began cutting it with a razor blade.⁵³

Connally Unit:

- 10/00: An inmate escaped from his cell after stabbing another inmate more than 20 times.⁵⁴
- 6/00: An inmate used a nine-inch metal rod sharpened to a point to stab a correctional officer six times. The officer was leading several inmates to lunch in the cafeteria when the inmate (serving 65 years for aggravated robbery) struck the officer from behind. When the officer turned to defend himself, the inmate began stabbing him.⁵⁵
- 6/00: A female officer was attacked by an inmate during a cell search. The officer, who was transported to an area hospital, suffered facial fractures, experienced swelling around her brain, and had most of her teeth knocked out in the attack. A subsequent search of the inmate's cell turned up a six-inch shank--a homemade knife--hidden in a plastic baby powder bottle.⁵⁶

Connally Unit Facts

The Connally Unit is located two miles south of Kenedy, Texas in Karnes County. It was established in July 1995, and it covers approximately 813 acres.⁵⁷ Around the time of Randy's incarceration, the unit had 722 employees,

⁵³ Id.

⁵⁴ Id.

⁵⁵ Id.

⁵⁶ Id.

⁵⁷ <http://www.tdcj.state.tx.us/directory/unit-profiles/dir-units-connally.htm>.

including 535 security employees, 105 non-security employees, 20 education employees, and 62 contract medical employees.⁵⁸ The unit offers medical and educational programs common to all ID units, and it offers some additional programs as well.⁵⁹ For example, it has substance abuse education and support groups, spiritual growth programs, and a crime stoppers program.⁶⁰ In addition, the unit is involved in several community work projects that provide services to city and county agencies, local non-profit organizations, area school districts, the Texas Department of Transportation, and the Texas Parks and Wildlife program.⁶¹

B. Interview with Randy Halprin

We interviewed Randy in an effort to obtain some additional information about the Connally Unit and its impact on Randy's decision to escape. Although it is clearly present that the conditions at the Connally Unit are very dangerous, Randy contends the prison system had little to no effect on his decision to break out.

Prior to entering the Connally Unit, Randy was detained in the Choice Moore Prison. Randy briefly discussed his time there with us and basically stated that Choice Moore Jail more closely resembled "army barracks" than a prison system. He was able to participate in recreational activities and read quite

⁵⁸ Id.

⁵⁹ Id.

⁶⁰ Id.

⁶¹ Id.

often. In addition, Randy completed a college level course. He also mentioned that he was able to become friends with other inmates at Choice Moore. Some of these inmates had attended Connally in the past. By making these friends, Randy was able to get the "heads up" on what to expect at Connally. This allowed Randy to get an idea of what he was to expect in the days to come at Connally. Specifically, how the prison operated, how to behave, what to do and not to do, respect others, and avoid joining any gangs.

When Randy arrived at Connally he claims that all aspects previously discussed with Randy regarding the prison were accurate. Consequently, Randy explained that there were not really any surprises awaiting him. The initiation procedure for any new inmate at Connally is something called "checking." Checking is a procedure that involves getting into a fight with another inmate. The other inmate is more or less designated by other inmates as the individual responsible for all new inmate "checking." Randy informed us that this inmate's name was "Ox."

First, the process involves going into an area of the showers that is somewhat cornered off from any guard's view. Interestingly, Randy claims that hiding the fight from the guards is pointless. Meaning, the checking process is known by everyone, including the prison staff, and no one makes any effort to deter the activity. Next, once the inmates are in the cornered off section, other inmates surround them and watch the fight. Basically the two inmates, Randy and "Ox", begin to engage in a somewhat "controlled fight." If one of the inmates appears to have had enough the other prisoners will pull him off. According to

Randy, this is not the case with most fights in the Connally Unit. Most fights involve serious injuries that are sometimes fatal.

The purpose behind the checking process is to get an idea of the new inmate's ability to take up for himself. According to Randy, he was able to demonstrate that he could fend for himself. We believe that Randy may be bending the truth a bit here. Specifically, after viewing Randy's physical appearance he does not have much of an intimidating presence. He claims that after the fight, he gained respect. Respect that allowed him to choose whether or not he would join a gang or remain "independent." Again, viewing Randy's size it is difficult to believe Randy was able to hold his ground to a point that allowed him to decide his "status," but Randy contends otherwise.

Following the fight, two to three gangs approached Randy and asked basically asked if he would care to join. Randy, heeding the advice of the Choice Moore inmates, respectfully declined and decided he would remain an "independent." Meaning he would not participate in any gang activity. Randy explained that if you prove yourself during the checking process, as he claims he did, you could decide not to join. But it is still highly important to maintain respect for the gangs, member or not. In addition, Randy stated that his Jewish background allowed him to avoid gangs as well, since he did not really "fit" in any particular group.

We asked Randy if he was ever involved in any fights, other than the checking process, while at Connally and he mentioned an altercation with his cellmate. Specifically, he claimed that he borrowed a magazine from an inmate

and when he returned it, the inmate informed him that there were pages ripped out of it. The inmate told him that it was "no big deal" but was curious as to what happened. Randy, aware that his cellmate liked to rip pages out of magazines and make collages, confronted him and asked him to explain. When Randy approached his cellmate, the cellmate became very outraged and denied doing anything to the magazine. Both of them argued for a while, exchanging derogatory comments.

Subsequent to the argument, another inmate who witnessed the argument asked Randy when he and his cellmate were going to fight. Randy claims that he never intended to fight his cellmate, but that it was the only way to maintain his "status" as an independent. Therefore, Randy went back to his cell, approached his cellmate and began to fight. Randy made sure that other inmates were watching and the fight lasted for a few minutes. No one was seriously injured and both Randy and his cellmate were able to keep the respect they previously earned.

We asked Randy to discuss what the conditions were like on a day-to-day basis in Connally. He basically repeated what our research exposes. The Connally Unit is an extremely violent and dangerous place, but he never felt threatened. Randy claims that so long as you abide by the basic prison rules, written and unwritten alike, one is at little risk. Again, we find Randy's conclusion hard to believe. The Connally Unit is not a friendly place and Randy is not a threatening individual. Although Randy never discussed being abused, sexually, mentally, or physically, we believe that some sort of abuse was inevitable.

We also asked Randy what his personal life was like at Connally. He explained that in the beginning he would get up around 3:30 a.m. so that he could eat breakfast, which the prison served at 4:00 a.m. He would eat and then go back to sleep for thirty minutes or so and then get back up to get ready for work at 5:00 a.m. He would work most of the day and then go back to his cell and read or relax around 4:00 or 5:00 p.m. With the exception of Randy deciding to skip breakfast in the interest of obtaining more sleep, he basically kept this same schedule the entire time in Connally.

Continuing with the jail conditions at Connally, Randy explained that the guards are more or less there for "damage control." He told us that rather than take preemptive measures to deter certain activities, e.g., fights, rapes, drug use, the guards would basically remain on "stand-by" only trying to stop a fight before it ended in an inmate's death.

Randy briefly discussed a time when a Mexican gang fight broke out. He mentioned that he witnessed two guards and another higher ranked staff member sit back and watch two other gang members put canned goods in the bottom of a sock and beat another inmate to death. The guards made no efforts to stop the activity until it was too late.

In addition, Randy informed us that a lot of times the guards themselves get involved in the activities. Specifically, the guards would serve as middlemen for filtrating in drugs. The process is somewhat simple. The inmates will approach a guard that appears vulnerable and offer to pay him in exchange for bringing in drugs. The guards obtain the drugs on the outside and have the

inmate's family or friends pay for them. The guards generally charge prices that run in excess of nine to ten times the actual street value of the drugs. Once the guard gets in the routine of obtaining drugs for the inmates, his own life eventually becomes threatened. Meaning that if the guard were to choose to cease filtrating in the drugs, the inmates will threaten to kill him.

We briefly discussed the break out with Randy and how it evolved. He mentioned that he and George Rivas became friends by discussing religion on a daily basis. Other student's research indicates that Rivas and Randy possibly had a sexual relationship as well. These statements, however, are not proven as of now and Randy never discussed such a relationship.

Randy explained that the break out took about six months to plan. He told us that each member of the break out was carefully chosen. Each member had a special quality they could contribute, e.g., knowing the prison system in and out, creating I.D.s, robbing small stores, etc. Interestingly, when we asked Randy what his specific role in the break out was he was speechless. He claims that he really did not have a role. As we continued to talk with Randy about the break out, he told us that Rivas would ask for Randy's approval on the inmates involved. Rivas trusted Randy and wanted to make sure that Randy had a "good feeling" about the other inmate's chosen to participate in the break out. Consequently, no inmate chosen was a member of a gang. Randy felt that gang related inmates had a stronger probability of violating the trust within the group and could potentially expose the plan.

Randy claimed to be somewhat reluctant to follow through with the break out, since he knew there would be some violence involved. He informed us that he thought about it for days and eventually weighed his options. More than anything, Randy claims he just wanted to start a "new life" and he knew that based on the parole system in place at that time, he would serve almost all of his thirty year sentence.

Randy concluded his interview with us by discussing the last days of the escape and how they were eventually caught. We asked Randy whether or not he would do it again knowing what he knows now and he never really gave us a straight answer. He mentioned that he made several efforts, while in Connally, to get involved with college courses but that his request kept getting postponed. He explained that participating in college courses might have changed his view on breaking out. Specifically, he might have had an easier time getting through the possible thirty years of his sentence.

In the end, we asked Randy if in his personal opinion he felt the prison conditions at Connally affected his decision to break out and he adamantly denied that they did. He did tell us, however, that his decision to break out was a combination of a couple of things. First and foremost, Randy claims he just wanted to start all over again and knowing that he was going to potentially serve all of his time, he did not think he could wait it out. In addition, Randy did say that the jail conditions were a small part of his decision to participate in the break out but that those conditions alone were somewhat insignificant.

Conclusion

We believe that Randy is an intelligent and well-spoken individual that knows he has made some very bad decisions. Randy appears to be sincerely remorseful about his actions. We also believe, however, that Randy is highly capable of manipulating people and situations into believing what he wants them to believe. Unfortunately, based on the notoriety of the "Texas Seven", Randy's chances of mitigating his sentence to life in prison are doubtful. His participation in the break out seems minimal, but that will be difficult to prove to a jury. We believe that it is important to emphasize to the jury the abhorrent prison conditions at Connally, however, we are uncertain that these conditions are enough to overcome the jury's strong feelings about the "Texas Seven."

TEAM #4

Joseph Henderson

**SPECIFIC INTENT AND THE
FELONY MURDER DOCTRINE**

TO: PROFESSOR REED

FROM: JOSEPH HENDERSON

DATE: 05/09/02

RE: SPECIFIC INTENT AND THE FELONY MURDER DOCTRINE

ISSUE:

A member of the Texas Seven participates in a joint-robbery of a sporting goods store in Texas. During this robbery an unidentified member of the party shot and killed a police officer. Under the Texas capital punishment scheme may R.H. receive the death penalty based on his non-triggerman involvement in this incident and what are the possible arguments against such an application of the felony murder rule.

DISCUSSION:

INTRODUCTION

This paper is an extension of last semester's research concerning the felony murder doctrine in Texas. It evaluates the doctrine in three parts to give a comprehensive evaluation and identify potential avenues of appeal for felony murder convictions in Texas. First, this doctrine is placed in its historical context to lay the ground work for expanding the research beyond Texas jurisprudence. Then an evaluation is made of Texas law to expand last semester's paper. Finally, this paper will use the law of two other jurisdictions to exam potential avenues of attacking the validity of the doctrine in Texas.

HISTORICAL PERSPECTIVE

The criminal justice system in the United States resonates with doctrines from the English legal system. One of the doctrines crossing from England to the United States was the felony murder doctrine. Under this doctrine, every criminal act classified as a felony carried the possibility of punishment by death. This broad application of death-possible sentences was accepted as an important way to achieve the goals of the common law system. The English did not want an individual to escape the death penalty by participation in a crime where lack of mental intent or non-triggerman status could result in no felony conviction.¹

At the time, the traditional criminal defendant needed to have a criminal act and the mental intent behind the act before a felony conviction was possible. However, in the above-referenced circumstances a traditional conviction was impossible. If a criminal did not hold the requisite intent, then the courts could not sustain a conviction due to the lack of a fundamental element of criminal law. The courts formulated a new doctrine to defeat the result of this undeniable logic of a person escaping punishment for unintended crimes.²

A theory of criminal liability known as the felony murder rule developed. Under the old system, if a defendant was attempting a crime and an unintentional felony resulted, then that defendant could still face a felony conviction. During the time that this doctrine developed, capital punishment was a possibility in all felony convictions. Therefore, whether or not the doctrine was too harsh was not specifically addressed by the English or American courts. It was more a legal fiction

¹ See James W. Hilliard, Felony Murder in Illinois The Agency Theory vs. The Proximate Cause Theory: The Debate Continues, 25 S. Ill. L. J. 331 (2001).

² See *id.*

used to fix a perceived problem in the logical application of the system. It should be noted that England abandoned practicing this theory in the last century due to its incompatibility with the current goals and principles of the English criminal system.³

The rationale behind the abandonment of the felony murder doctrine is attributable to a larger category of felonies developing in the English system, and a contemporaneous belief that death and similar punishments should not be unilaterally applied within that system. The English courts felt that a more compassionate view towards unintentional crimes was important and decided to punish criminals based on the traditional concept of their intent coupled with their actions.⁴

The colonies and the eventual states carried the doctrine into their criminal justice systems. However, despite the fact the doctrine is codified in many jurisdictions a hard, bright-line rule to cover the felony-murder rule never developed. Instead, every jurisdiction treats the doctrine differently and with wide disparity throughout the United States. This disparity is not limited to jurisdictions by death penalty. Some non-death penalty jurisdictions do enforce a version of the felony murder rule. Others, where capital punishment is possible, do not recognize the felony murder rule in adjudicating death penalty cases.⁵

SUPREME COURT PRECEDENCE

³ See Richard W. Garnett, NOTE: Depravity Thrice Removed: Using the “Heinous, Cruel, or Depraved” Factor to Aggravate Convictions of Non-Triggersmen Accomplices in Capital Cases, 103 Yale L. J. 2471 (1994).

⁴ See *id.*

⁵ See <http://www.deathpenaltyinfo.org/firstpage.html> (last visited on 05-05-02)

The only uniform certainty regarding this doctrine is its rejection as cruel and unusual punishment by the Supreme Court.⁶ In the early 1980's the Supreme Court did find the doctrine to be cruel and unusual.⁷ However, within a few years it limited that holding to minor participants and allowing the doctrine's application to major participants.⁸ These two cases are important because they set the minimum level of intent a felony murder jurisdiction must have in order to constitutionally uphold convictions under the Eighth Amendment.

The first case involved Florida's capital punishment scheme and how it interacted with the felony murder doctrine. In 1982 the court decided Enmund v. Florida, which held the application of capital punishment to non-triggerman participants in a robbery was cruel and unusual punishment.⁹ Enmund was the father-in-law of two individuals who attempted to rob an elderly couple and wound up shooting them. The Florida courts held that Enmund's status as the get-away driver for the robbers was enough to sentence him to death under the felony murder doctrine. The Florida Supreme Court supported this by stating it didn't matter what his level of participation was as long as he assisted in the commission of the robbery.¹⁰

⁶ See Peter A. Barta, NOTE: Between Death and a Hard Place: Hopkins v. Reeves and the Stark choice Between Capital Conviction and Outright Acquittal, 37 Am. Crim. L. Rev. 1429 (2000).

⁷ See *Enmund v. Florida*, 458 US 782 (1982).

⁸ See *Tison v. Arizona*, 481 US 137 (1987).

⁹ See *Enmund* at 785.

¹⁰ See *id.*

To reverse the Florida courts, the Supreme Court looked to all the jurisdictions around the country to support statistically and logically the holding. The court noted that only 8 of the 36 death penalty jurisdictions allowed a defendant to be executed solely on the basis of their participation in the robbery. The remaining states either rejected the doctrine out-right or called for additional, aggravating circumstances in order sustain such a severe penalty. Finding such a punishment to be too severe for the level of participation and intent reflected in the record, the court overturned the conviction on the grounds of cruel and unusual punishment.¹¹

In 1987, the Supreme Court limited its Enmund holding in Tison v. Arizona. In this case the court affirmed the capital sentences of two brothers who helped their father escape from prison. The brothers had brought guns into the prison and assisted their father in his escape by brandishing weapons and helping to kidnap a family. The family was later slaughtered by the father and a co-escapee without the brothers' knowledge or participation.¹²

This case was distinguished from Enmund because of the level of participation displayed by the brothers. The Supreme Court noted that they were not mere get-away drivers. Rather, they focused on the actions of the brothers and found that the brothers did display the intent to kill someone beyond a reasonable doubt. Based on that finding and their level of participation in the escape, the

¹¹ See *Enmund* at 792-798.

¹² See *Tison* at 138 – 145.

Supreme Court, again, conducted a proportionality review based on the accepted standards of the country.¹³

Finding that major participants in felony murder situations were distinct from minor participants, the court further addressed the issue of mens rea. The court found that a state could limit the doctrine to situations where the defendant held a specific intent to murder the victim who dies, or could apply the doctrine to those with a reckless indifference for human life. The support for this holding was based on the notion that a sociopath could never really form a specific intent, because they would probably never care enough about their victims to intend them to die. So, in situations where the participant displays a reckless indifference to human life by intending someone to die, then the death penalty is proportional and not cruel and unusual.¹⁴

A simpler way to think about this is that the question is evaluating the level of violence the participant intended. If they know an individual is carrying a gun and has used it in the past, then they know a death will probably result and are displaying enough mens rea to support a cruel and unusual constitutional challenge. It is important to remember that if the jurisdiction requires an individual to show specific intent, then that will be a higher standard than the one found in Tison.¹⁵

Since 1987, there have been no further Supreme Court cases dealing with the felony murder doctrine. However, there have been other cases regarding the

¹³ See *id.*

¹⁴ See *id.*

¹⁵ See *State v. Gerald*, 549 A.2d 792 (NJ Sup. Ct. 1988).

cruel and unusual aspect of capital punishment. In a recent case the Supreme Court found that the issue has become more a question of federalism than anything else.¹⁶ In phrasing the issue in this manner, the Supreme Court shows a marked lack of desire to overturn any of the existing death penalty schemes. Therefore, any challenge to a felony murder charge as cruel and unusual punishment will probably fail, unless the facts are similar to those enumerated in Enmund.¹⁷

The best chance of sustaining a constitutional challenge to any capital punishment case resides with raising a new issue. Fortunately, there is precedence among the jurisdictions to raise a new argument regarding the felony murder rule. A strong argument could be made by applying Apprendi to the felony murder scheme.¹⁸ This will attack the procedural requirements of a capital punishment scheme and not focus on the broad social policies the current bench of the Supreme Court does not like to address. However, a deeper examination of Texas law is required before that potential issue is addressed.

TEXAS JURISPRUDENCE

Traditionally, Texas allows capital punishment whenever the state proves beyond a reasonable doubt that the defendant specifically intended the death of the victim. However, there is a statutory exception to that requirement. In Texas law, a

¹⁶ See *Hopkins v. Reeves*, 521 US 1151 (1997).

¹⁷ See *State v. Johnson*, 699 A.2 57 (Conn. 1997).

¹⁸ See *Apprendi v. New Jersey*, 530 US 466 (2000).

defendant's capital sentence is sustainable if it is given under the "law of parties instruction" during the guilt innocence phase of the trial.¹⁹

This instruction states that "a person is criminally responsible as a party to an offense if the offense is committed by his own conduct, by the conduct of another for which he is criminally responsible, or both." In order to meet this exception the person must first be criminally responsible for the other person's actions. That happens when a defendant is "acting with intent to promote or assist the commission of the offense, he solicits, encourages, directs, aids, or attempts to aid the other person to commit the offense... [or] ... If, in the attempt to carry out a conspiracy to commit one felony, another felony is committed by one of the conspirators, all conspirators are guilty of the felony actually committed, *though having no intent to commit it*, if the offense was committed in furtherance of the unlawful purpose and was one that should have been anticipated as a result of the carrying out of the conspiracy."²⁰

On its face, the language of the statute completely contradicts the Supreme Court's decisions enumerated in Tison and Enmund. The reason for this is that the law was codified before those cases were decided.²¹ In the pre-Tison/Enmund era it was acceptable for a defendant to receive a death sentence for being the get-away driver for a robbery that results in murder.²² However, after Tison there is a shift in

¹⁹ See *Generally* Fall 2001 Death Penalty Project Memorandum.

²⁰ See TEX. PEN. CODE ANN. §§ 7.01, 7.02 (VERNON 2002).

²¹ See *id.*

²² See *Gonzales v. State*, 350 S.W.2d 553 (Cr. App. 1986).

the interpretation of this statute. The criminal courts now read the statute to require intent and a substantial step to assist in the facilitation of the actual murder and not just the underlying felony.²³

It is no longer enough that the defendant was merely present for the robbery. In order to sustain a capital conviction for felony murder, the state must prove beyond a reasonable doubt that the defendant either intentionally promoted or assisted in the commission of murder, or that the defendant anticipated a murder might occur as a result of the anticipated violence of the intended crime.²⁴ The courts have interpreted this requirement to mean that a defendant cannot be guilty of capital murder under parties liability without a showing that the defendant acted with intent to promote or assist in the intentional murder.²⁵ Mere presence at the scene of a crime is no longer enough to warrant capital punishment.²⁶

The only other way a conviction may be secured is if the defendant should know murder might result from the underlying offense.²⁷ These cases are more of a factual question and usually upheld when the defendant is on notice that murder might result from the offense. Usually the courts will look towards the defendant's subjective knowledge of the surrounding circumstances.²⁸ Such as did they know others were carrying guns, or that the co-conspirators held a propensity for killing. In

²³ See *Tippitt v. State*, 41 S.W.3d 316 (Tex. App. – Ft. Worth 2001).

²⁴ See *Tippitt*, 41 S.W.3d at 323.

²⁵ See *Martinez v. State*, 763 S.W.2d 413, 425 (Tex. Cr. App. 1988).

²⁶ See *Tippitt*, 41 S.W.3d at 324.

²⁷ See *id.*

²⁸ See *id.*

situations where the defendant has some amount of notice it is usually enough to sustain a capital conviction against them based on the alternate of §7.02.²⁹

Therefore, the question to ask when evaluating a parties liability charge is what level of violence did the defendant anticipate when they joined the conspiracy. If the offense is of such a nature that potential murder is inherent, then the defendant might be convicted under §7.02. However, a mere armed-robbery does not meet this requirement. A defendant must be on notice that a death might result from the crime or have taken steps to facilitate an intentional murder before the state can secure a death sentence.

One recent case takes this one step further, and states that the defendant must either assist in the intentional murder, or be on notice that an intentional murder is about to transpire.³⁰ The state is required to prove at least one of these elements beyond a reasonable doubt.³¹ If neither of these elements is proven to a jury beyond a reasonable doubt, then a capital sentence through a parties liability theory is improper.³²

Seemingly, the capital scheme that Texas employs requires a specific intent for murder in all situations, except those involving the felony murder doctrine. This conflicting state of the law is further muddled by the statute itself which is out of compliance with the constitutional interpretations of the United States Supreme

²⁹ *See id*

³⁰ *See Tippitt*, 41 S.W.3d at 326.

³¹ *See Queen v. State*, 940 S.W.2d 781, 787 (Tex. App. – Austin 1997).

³² *See Tippitt* at 326.

Court. However, a resolution is reached under Texas law, where there is a growing trend to require a finding of specific intent in order to uphold a death sentence.³³

Knowing this, the question remains as to what the proper instructions are for jury to answer in determining a felony murder conviction. As covered last semester, it is important to request the anti-parties instruction. This device, if worded carefully, enables the defense to argue specific intent to the jury and possibly win the case at the trial level. A properly-worded instruction requires a finding of specific intent above and beyond the requirements of the current statute.³⁴

When taken as a whole, it is plain that law in Texas is growing narrower with regards to the application of this doctrine. Yet, it is important to note that because the statute uses such broad language it still possible for a conviction to be sustainable under a lesser standard if the attorney is not quick in their requests to the judge.

OTHER STATES TREATMENT OF FELONY MURDER CONVICTIONS

Currently, there are 38 jurisdictions that employ the death penalty.³⁵ Of those jurisdictions, Maryland and Illinois suspended the execution of these sentences pending examinations of the other aspects of the process. As noted in Enmund, all of these jurisdictions have a different approach to the treatment of the felony murder doctrine. The reason for the discrepancy mainly lies in the history of the doctrine. As

³³ See *id.*

³⁴ See *Rector v. Texas*, 738 S.W.2d 235, 244 (Tex. Crim. App. 1999).

³⁵ See <http://www.deathpenaltyinfo.org/firstpage.html> (last visited on 05-05-02)

it developed, the rule is more of a judicial construction where the intent is a legal fiction allowed by the courts to secure a jurisdiction.³⁶

This means that while almost every jurisdiction has a statute dealing with felony murder, not all of the courts interpret the statute on its face. Texas is a great example of this trend. While the statute itself allows for felony murder convictions in any situation, the courts have limited this, unofficially, through case decisions and jury instructions as to require a showing of specific intent.³⁷

Every jurisdiction has similar treatment of this doctrine making it next to impossible to find any broad, unified trends. The only sureties regarding the law surrounding this doctrine are 1) that is not cruel and unusual punishment to impose capital punishment in the situations discussed in Tison and Enmund , 2) that this doctrine is heavily criticized within jurisdictions, and 3) is inconsistently applied within many states due to the judicial constructions of that jurisdiction.³⁸ However, there are a few states that provide persuasive arguments to be made in appealing a conviction under this doctrine.

NEW JERSEY'S APPROACH –

New Jersey is one of the jurisdictions that allows capital punishment, but statutorily bars the felony murder doctrine from applying to such convictions.³⁹ In Gerald, the New Jersey Supreme Court explains the rationale behind the statute.

³⁶ See *State v. Ortega*, 817 P.2d 1196 (NM 1991).

³⁷ See *Tippitt v. State*, 41 S.W.3d 316 (Tex. App. – Ft. Worth 2001).

³⁸ See *State v. Ortega*, 817 P.2d 1196 (NM 1991).

³⁹ See *State v. Gerald*, 549 A.2d 792 (NJ Sup. Ct. 1988).

Citing an agreement with the US Supreme Court, the court felt that deeply ingrained in our legal tradition is the idea that the more purposeful the conduct, the more serious the offense, and, therefore, the more severely it ought to be punished.⁴⁰ The legislature felt the same, and drafted a death penalty scheme reserving capital punishment for defendants who acted knowingly and purposely with respect to every element.⁴¹

Such an approach does not offer many arguments in the jurisdiction of Texas. The legislature drafted a completely different capital punishment scheme, silencing the felony murder doctrine. No prosecutors have made arguments to the courts that this scheme is cruel and unusual. Therefore, it does not offer guidance in terms of legal support. Rather, this jurisdiction is an example of the growing wariness of jurisdictions to this doctrine in the capital punishment context.

CONNECTICUT'S APPROACH

In Connecticut (hereinafter Conn.) the State Supreme Court rejects the notion of felony murder in a jurisdiction where the statutes could allow the doctrine to continue.⁴² The court accomplishes this through statutory interpretation of the felony murder doctrine. More specifically, the court holds that murder within the meaning of the statutes cannot include unintentional killings. The court uses this to

⁴⁰ See *id* at 811.

⁴¹ See *id*.

⁴² See *State v. Johnson*, 699 A.2 57 (Conn. 1997).

state that felony murders can never be intentional killings because the non-triggerman does not participate in the actual commission of the offense.⁴³

For a similar result to occur in the instant case, the Texas Court of Criminal Appeals would have to reverse a long held contention that the felony murder scheme properly allows capital convictions.⁴⁴ Therefore, it might be important to raise the issue of statutory definition to preserve an error on appeal, but to win on this point seems like a very unlikely occurrence. Again, the most support jurisdictions like Conn. Can offer is to show the generally disfavored status of the doctrine due to its logical contradiction regarding mens rea. This is particularly true in Johnson because the facts surrounding the case are very similar to the present one.

NEW MEXICO'S APPROACH

New Mexico's Supreme Court handed down a very instructive decision in 1991, which eliminated the use of the states felony murder doctrine to secure capital sentences.⁴⁵ This opinion is important to the present case because of its scope and the rationale the court uses to reach its holding. It presents a unique viewpoint on the felony murder doctrine that is not seen in any other jurisdiction.

The unique viewpoint the court takes address the burden shifting effect such a rule has and denies it constitutionality under the 6th and 14th Amendments. Noting that few doctrines are maligned, yet as long lived in the US as the felony murder

⁴³ See *id.*

⁴⁴ See *Tippitt v. State*, 41 S.W.3d 316 (Tex. App. – Ft. Worth 2001).

⁴⁵ See *State v. Ortega*, 817 P.2d 1196 (NM 1991).

doctrine, the court begins its evaluation with a review of first degree murder. In New Mexico, the capital punishment scheme requires specific intent be shown before a defendant may receive the death penalty.⁴⁶ Finding this to be the plain text of the law, the court holds that to apply felony murder to any underlying felonies that are not first degree felonies is a proposition they cannot support.⁴⁷

The rationale behind such a holding is that the presumption of intent is too much of a legal fiction. Whenever a jury receives a charge where the intent is presumed through the acts of others, then the jury doesn't have to decide on that element beyond a reasonable doubt.⁴⁸ This violates the due process requirement that the state must prove every element beyond a reasonable doubt.⁴⁹ Also, the notion of Due Process is violated by allowing the prosecution to secure a conviction in which they have not proved every element beyond a reasonable doubt.⁵⁰

The Supreme Court of New Mexico further attacks the felony murder doctrine based on the fact it no longer is really a legal fiction.⁵¹ In allowing a strict liability crime the court worries that due process is violated by allowing the presumption of innocence to be shifted without proof.⁵² Therefore, they limit the application of

⁴⁶ See *id* at 1202.

⁴⁷ See *id*.

⁴⁸ See *Sandstrom v. Montana*, 442 US 510 (1979).

⁴⁹ See *id*.

⁵⁰ See *id* at 520.

⁵¹ See *Ortega* at 1203.

⁵² See *Ortega* at 1204.

felony murder to situations where the prosecution is able to prove that the defendant acted with intent to commit the act themselves.⁵³

This decision is very good because it presents so many original arguments to attack the felony murder doctrine. While Texas courts have addressed the cruel and unusual aspect of felony murder, they have not addressed whether or not it illegally shifts the presumption of innocence. If properly tailored to this jurisdiction, this case provides the best ground work for defeating a capital sentence under the felony murder doctrine.

CONCLUSION

The felony murder doctrine has a long history and is haphazardly applied throughout the various jurisdictions of the United States today. In Texas, the statute authorizing the use of the doctrine is worded in such a way that it is possible to be convicted of felony murder while never exhibiting intent or assistance in the commission of the offense. Such language clearly contradicts the Supreme Court's holdings in Enmund and Tison. It is true that the courts have limited the application of the statute through jurisprudence, but they have never limited the statute thorough its language in Texas the way that states like Connecticut have, which leaves open this possibility.

Furthermore, the old language of the statute leaves open an option to attack it based on violations of due process. Such arguments have not been ruled on in the Supreme Court before. These could prove to be the best possible arguments in

⁵³ *See id.*

light of the court's recent decision in *Apprendi*.⁵⁴ However, the conclusion reached in the prior paper remains essentially correct. While strong arguments can be made to attack the doctrine of felony murder, the courts in Texas have shown little inclination to change the existing scope in such a manner that would help the defendant's case very much. Also, the facts of the case could show that he held the specific intent to assist in the murder of the victim clearly nullifying all of these arguments.

⁵⁴ See *Apprendi v. New Jersey*, 530 US 466 (2000). – holding that a defendant is entitled to have every element of a crime proven beyond a reasonable doubt to a jury of their peers.

Capital Punishment			
State	for Felony Murder?	If Not - Justification	Applicable Authority
Alabama	Yes		
Arizona	Yes		Tison v. Arizona
Arkansas	Yes		Ark. Sec. 5-10-101(a)(1)
California	Yes	Specific Intent Req'd	Cal. Pen. Sec. 189,109.2
Colorado	Yes		Col. Rev. S. Sec. 18-3-102(1)(b)
Connecticut	Limited	Specific Intent Req'd	Conn. v. Johnson
Delaware	Limited	Specific Intent Req'd	Del. Code 11 Sec. 636(a)(2)
Florida	Yes		
Georgia	Yes		Ga. Code Sec. 16-5-1©
Idaho	Yes		Idaho Code Sec. 18-4003(d)
Illinois	Yes		720 ILCS 5/9-1(a)(6)
Indiana	Yes		Ind. Code Sec. 35-42-1-1(2),(3)
Kansas	No	None found	
Kentucky	Limited	Practiced - No Official Recognition	KY Rev. S. Sec. 507.020.(1)(b)
Louisiana	No	None Found	
Maryland	No	None Found	
Mississippi			
Missouri	No	None Found	
Montana	Yes		Mont. Code Sec. 45-5-102(1)(b)
Nebraska	Yes		Neb. Rev. S. Sec. 28-303(2)
Nevada	Yes		Nev. Rev. S. Sec. 200.303(1)(b)
N. Hampshire	No	None Found	
New Jersey	No	Unconstitutional	
New Mexico	No	Unconstitutional	New Mexico v. Ortega
New York	Limited	Specific Intent Req'd	
N. Carolina	Yes		N.C. Gen. S. Sec. 14-17
Ohio	No	None Found	
Oklahoma	Yes		OK S. 21 Sec. 701.7(B)
Oregon	No	None Found	
Pennsylvania	No	Not Recognized	
S. Carolina	Yes	Judicial Construction	SC Code Ann. Sec. 16-3-10
S. Dakota	Yes		SD Code Sec. 22-16-4
Tennessee	Yes		Tenn. Code Sec. 39-13-202(a)(2)
Texas	Yes	Specific Intent Req'd	
Utah	No	None Found	
Virginia	No	None Found	
Washington	No	None Found	
Wyoming	Yes		Wyo. S. Sec. 6-2-101(a)

*** Thirteen Jurisdictions Without Death Penalty**

Alaska, Maine, Minnesota, Vermont, Hawaii, Massachusetts, N. Dakota, W. Virginia, Iowa, Michigan
 Rhode Island, Wisconsin, District of Columbia

TEAM #5

Macy Jagers
Sheryl Kao

MOTION TO QUASH INDICTMENT

Death Penalty Project

Professor R. Reed
Spring 2002

State v. Randy Halprin
Motion to Quash Indictment

Sheryl Kao
Macy Jagers

Cause No. F01-00327-T

The State of Texas	§	Criminal District Court
	§	
v.	§	283 rd Judicial District
	§	
Randy Halprin	§	Dallas County, Texas

MOTION TO QUASH INDICTMENT

To the Honorable Judge of Said Court:

Now comes Randy Halprin, defendant in the above entitled and numbered cause by and through his attorney of record, and files this his Motion to Quash and set aside the indictment under authority of the Fifth, Sixth, and Fourteenth Amendments of the Constitution of the United States; Article I, Sections 10 and 19 of the Texas Constitution; and Chapter 21 of the Texas Code of Criminal Procedure, for the following reasons:

I.

The indictment was obtained in violation of the provision of the Fourteenth Amendment to the Constitution of the United States that "no statute shall ... deny to any person within its jurisdiction the equal protection of the laws," by reason of the following facts: Dallas County has systematically excluded Hispanic Americans from its grand juries.

"Before a grand jury is impaneled, any person may challenge the array of jurors or any person presented as a grand juror." TEX. CODE CRIM. PROC. ANN. art. 19.27 (Vernon Supp. 2001). Ordinarily a challenge to the array must be made when the grand jury is impaneled. *Muniz v. State*, 573 S.W.2d 792, 796 (Tex. Crim. App. 1978) (en banc). There are times, however, when it is impossible to challenge the array when the grand

jury is impaneled. *Id.* In such a case, "the array can be attacked in a motion to quash the indictment before trial commences." *Id.*

Defendant Halprin did not have the opportunity to challenge the array when the grand jury was impaneled, therefore he is entitled to attack the array in this motion to quash the indictment. Defendant Halprin was not in the jurisdiction when the grand jury was impaneled nor was he in custody at the time. [need to include statement of dates here - what are they?] Furthermore, Defendant Halprin was not represented by counsel when the grand jury was impaneled. When a defendant is not represented by counsel at when the grand jury is impaneled, a challenge to the grand jury array may be made by a motion to quash the indictment. *Muniz v. State*, 672 S.W.2d 804, 807-08 (Tex. Crim. App. 1984) (en banc).

[The grand jury was selected on _____ and impaneled on _____. The grand jury returned the indictment against Defendant Halprin on _____. Defendant Halprin was extradited to Dallas County on _____. Defendant Halprin was not represented by counsel until _____. As such, Defendant Halprin did not have the opportunity to challenge the array. A challenge to the array of the grand jury is appropriate in this motion to quash.]

The grand jury that indicted Defendant Halprin was selected in violation of the federal constitutional requirement of equal protection. As such, the indictment should be quashed. A *prima facie* case of discrimination in the selection of the grand jury requires that a defendant prove: first "that the group is a recognizable, distinct class, singled out for different treatment under the laws as written or applied[;] ... [second] the degree of underrepresentation [as determined] by comparing the proportion of the group

in the total population to the proportion called to serve as grand jurors, over a significant period of time[;] ... [and finally] a selection procedure that is susceptible of abuse or is not racially neutral." *Castaneda v. Partida*, 430 U.S. 482, 494 (1977).

A. Hispanics Are a Recognizable, Distinct Class, Singled Out for Different Treatment.

A defendant must first prove that a group is "a recognizable, distinct class, singled out for different treatment under the laws as written or applied." *Id.* The United States Supreme Court held that Mexican-Americans are an identifiable class and thus entitled to protection under the Equal Protection Clause of the Fourteenth Amendment. *Id.* at 495. Mexican-Americans comprise a subset of Hispanic Americans and, as such, Hispanics are an identifiable class and thus entitled to protection under the Equal Protection Clause of the Fourteenth Amendment.

B. Hispanics Are Underrepresented as Grand Jurors in Dallas County.

After the defendant has shown that the group is a recognizable distinct class, he must next show "the degree of underrepresentation [as determined] by comparing the proportion of the group in the total population to the proportion called to serve as grand jurors, over a significant period of time." *Id.* at 494.

According to the 2000 Census, Dallas County has 2,218,899 residents. *See* 2000 Census of Population and Housing, attached hereto as Exhibit 1. Of those, 1,294,769, or 58.4% are White. *Id.* Blacks comprise 20.3% of the Dallas County population, or 450,557 residents. *Id.* Hispanics of any race in Dallas County constitute 29.9% of the

population, or 662,729 residents. *Id.* Among those Hispanics, 531,115 are Mexican (or 23.9% of the total population). *Id.*

Of the total 2,218,899 residents in Dallas County, 1,599,868 are over the age of 18 (and thus satisfy one of the qualifications to be a grand juror). *See* 2000 Over-18 Population by Voting Precinct, Dallas County Elections Department website, <http://dalcoelections.org/>, attached hereto as Exhibit 2. Among the over-18 population, 783,669, or 48.98% are White. *Id.* Blacks comprise 18.94% or 302,967 residents. *Id.* And Hispanics constitute 26.37% of the over-18 population, or 421,900 residents. *Id.*

The grand jury that indicted Defendant Halprin, Dallas County Grand Jury B-2, January Term, 2001, 282nd Judicial District Court, Judge Karen Greene, contained only one Hispanic grand juror. Of the twelve grand jurors, only Mrs. Lilia E. Dyess is Hispanic.

	Total Pop	%	Voting Pop	%	Indicting Grand Jury	%	Dallas Co. Grand Juries Years	%
White	1,294,769	58.4	783,669	48.98	7	58.33		
Black	450,557	20.3	302,967	18.94	4	33.33		
Hispanic [Mexican]	662,729 [531,115]	29.9 [23.9]	421,900	26.37	1	8.33	—	—
Total	2,218,899		1,599,868		12		—	—

Over the past _____ years, only _____ of the grand jurors who served in Dallas County had Hispanic surnames. Of the _____ grand jurors impaneled, a mere _____% selected had Hispanic surnames. With nearly one-third of the Dallas County population

being Hispanic, a mere ____ % serving as grand jurors demonstrates a serious underrepresentation by Hispanics on Dallas County's grand juries.

C. Dallas County's Commissioner-Based Grand Jury Selection System is Susceptible of Abuse.

Having proved that Hispanics are a recognizable, distinct class, singled out for different treatment under the laws and that they are proportionately underrepresented as grand jurors, a defendant must show that the "selection procedure ... is susceptible of abuse or is not racially neutral." *Partida*, 430 U.S. at 494.

Dallas County uses the commissioner-based system to select its grand jurors. The United States Supreme Court found this system to be "highly subjective ... and susceptible of abuse." *Id.* at 497; *see also, Ovalle v. State*, 13 S.W.3d 774, 778 (Tex. Crim. App. 2000) (en banc). "The key-man [commissioner-based] selection system used is not racially neutral with respect to Mexican-Americans because the Spanish surnames are easily identifiable, providing a discernable opportunity for purposeful discrimination." *Cerda v. State*, 644 U.S. 875, 876 (Tex. App.-- Amarillo 1982, no writ) citing *Partida*, 430 U.S. at 497.

Because Hispanics are a recognizable, distinct class, singled out for different treatment under the laws as applied, are underrepresented as grand jurors in Dallas County, and because Dallas County's commissioner-based grand jury selection system is susceptible of abuse, Defendant Halprin has proved a prima facie case of discrimination. As a result, the indictment should be quashed.

WHEREFORE, PREMISES CONSIDERED, the Defendant respectfully requests that the information in the above cause be set aside and quashed pursuant to the due

process and equal protection clauses of the Fourteenth Amendment and the due course of law provision of Article I, Section 19, of the Texas Constitution.

Respectfully Submitted,

ATTORNEY FOR DEFENDANT

CERTIFICATE OF SERVICE

I hereby certify that a true and correct copy of the foregoing Motion was mailed to the Dallas County District Attorney's Office, Dallas, Dallas County, Texas, on this ____ day of ____, 2002.

ATTORNEY

Cause No. F01-00327-T

The State of Texas

v.

Randy Halprin

§
§
§
§
§

Criminal District Court

283rd Judicial District

Dallas County, Texas

ORDER

On this _____ day of _____, 2002, the foregoing Motion to Quash Indictment came on to be heard by the Court and, the Court having considered the same, it is hereby ORDERED that this request is GRANTED/DENIED.

JUDGE PRESIDING

Exhibit 1

2000 Census

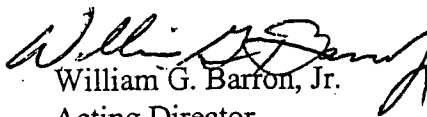
(See Fall 2001 packet for original)



UNITED STATES DEPARTMENT OF COMMERCE
Economics and Statistics Administration
U.S. Census Bureau
Washington, DC 20233-0001
OFFICE OF THE DIRECTOR

Suitland, Maryland, October 17, 2001

I HEREBY CERTIFY that the attached is a true copy of the 2000 Census of Population and Housing, *Profiles of General Demographic Characteristics*, Table DP-1, "Profile of General Demographic Characteristics: 2000," for Dallas County, Texas, as compiled by the Bureau of the Census.


William G. Barron, Jr.
Acting Director
Bureau of the Census

I HEREBY CERTIFY that William G. Barron, Jr., who signed the foregoing certificate, is now, and was at the time of signing, Acting Director, Bureau of the Census, and that full faith and credit should be given his certificate as such.

IN WITNESS WHEREOF, I have hereunto
subscribed my name and caused the seal of the
Bureau of the Census to be affixed to the aforesaid
document, judicial notice of which shall be taken
under 13 U.S.C. 3, this
17th day of October,
two thousand and one.

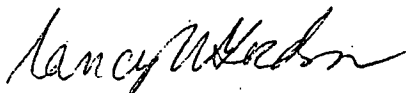

Nancy M. Gordon
Associate Director for
Demographic Programs
Bureau of the Census

Table DP-1. Profile of General Demographic Characteristics: 2000

Geographic Area: Dallas County, Texas

[For information on confidentiality protection, nonsampling error, and definitions, see text]

Subject	Number	Percent	Subject	Number	Percent
Total population	2,218,899	100.0	HISPANIC OR LATINO AND RACE		
SEX AND AGE			Total population	2,218,899	100.0
Male.....	1,108,200	49.9	Hispanic or Latino (of any race).....	662,729	29.9
Female.....	1,110,699	50.1	Mexican.....	531,115	23.9
Under 5 years.....	181,951	8.2	Puerto Rican.....	5,534	0.2
5 to 9 years.....	175,763	7.9	Cuban.....	3,624	0.2
10 to 14 years.....	165,025	7.4	Other Hispanic or Latino.....	122,456	5.5
15 to 19 years.....	161,126	7.3	Not Hispanic or Latino.....	1,556,170	70.1
20 to 24 years.....	172,678	7.8	White alone.....	983,317	44.3
25 to 34 years.....	399,345	18.0	RELATIONSHIP		
35 to 44 years.....	364,860	16.4	Total population	2,218,899	100.0
45 to 54 years.....	265,493	12.0	In households.....	2,185,429	98.5
55 to 59 years.....	88,600	4.0	Householder.....	807,621	36.4
60 to 64 years.....	65,186	2.9	Spouse.....	378,411	17.1
65 to 74 years.....	98,454	4.4	Child.....	675,774	30.5
75 to 84 years.....	60,064	2.7	Own child under 18 years.....	534,505	24.1
85 years and over.....	20,354	0.9	Other relatives.....	192,865	8.7
Median age (years).....	31.1	(X)	Under 18 years.....	71,189	3.2
18 years and over.....	1,599,868	72.1	Nonrelatives.....	130,758	5.9
Male.....	791,709	35.7	Unmarried partner.....	40,759	1.8
Female.....	808,159	36.4	In group quarters.....	33,470	1.5
21 years and over.....	1,502,511	67.7	Institutionalized population.....	23,633	1.1
62 years and over.....	215,722	9.7	Noninstitutionalized population.....	9,837	0.4
65 years and over.....	178,872	8.1	HOUSEHOLD BY TYPE		
Male.....	70,961	3.2	Total households	807,621	100.0
Female.....	107,911	4.9	Family households (families).....	533,613	66.1
RACE			With own children under 18 years.....	283,142	35.1
One race.....	2,158,975	97.3	Married-couple family.....	378,411	46.9
White.....	1,294,769	58.4	With own children under 18 years.....	196,493	24.3
Black or African American.....	450,557	20.3	Female householder, no husband present.....	113,881	14.1
American Indian and Alaska Native.....	12,499	0.6	With own children under 18 years.....	68,766	8.5
Asian.....	88,369	4.0	Nonfamily households.....	274,008	33.9
Asian Indian.....	23,752	1.1	Householder living alone.....	220,183	27.3
Chinese.....	12,094	0.5	Householder 65 years and over.....	47,782	5.9
Filipino.....	6,617	0.3	Households with individuals under 18 years.....	318,008	39.4
Japanese.....	2,193	0.1	Households with individuals 65 years and over.....	129,119	16.0
Korean.....	9,303	0.4	Average household size.....	2.71	(X)
Vietnamese.....	21,355	1.0	Average family size.....	3.34	(X)
Other Asian ¹	13,055	0.6	HOUSING OCCUPANCY		
Native Hawaiian and Other Pacific Islander.....	1,277	0.1	Total housing units	854,119	100.0
Native Hawaiian.....	302	-	Occupied housing units.....	807,621	94.6
Guamanian or Chamorro.....	308	-	Vacant housing units.....	46,498	5.4
Samoan.....	233	-	For seasonal, recreational, or		
Other Pacific Islander ²	434	-	occasional use.....	2,564	0.3
Some other race.....	311,504	14.0	Homeowner vacancy rate (percent).....	1.3	(X)
Two or more races.....	59,924	2.7	Rental vacancy rate (percent).....	6.3	(X)
Race alone or in combination with one			HOUSING TENURE		
or more other races: ³			Occupied housing units	807,621	100.0
White.....	1,343,900	60.6	Owner-occupied housing units.....	424,847	52.6
Black or African American.....	462,609	20.8	Renter-occupied housing units.....	382,774	47.4
American Indian and Alaska Native.....	22,777	1.0	Average household size of owner-occupied units.....	2.86	(X)
Asian.....	98,563	4.4	Average household size of renter-occupied units.....	2.54	(X)
Native Hawaiian and Other Pacific Islander.....	2,920	0.1			
Some other race.....	350,798	15.8			

- Represents zero or rounds to zero. (X) Not applicable.

¹ Other Asian alone, or two or more Asian categories.² Other Pacific Islander alone, or two or more Native Hawaiian and Other Pacific Islander categories.³ In combination with one or more of the other races listed. The six numbers may add to more than the total population and the six percentages may add to more than 100 percent because individuals may report more than one race.

Source: U.S. Census Bureau, Census 2000.

In Memoriam:
September 11, 2001



U.S. Census Bureau

United States Department of Commerce

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Issued May 2001

2000 Census of Population and Housing

Texas

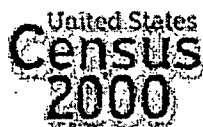


U.S. Department of Commerce
Donald L. Evans,
Secretary

**Economics
and Statistics
Administration**
J. Lee Price,
Acting Under Secretary for
Economic Affairs

U.S. CENSUS BUREAU
William G. Barron, Jr.,
Acting Director

U.S. Census Bureau



2000 Census of Population and Housing



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Exhibit 2

Dallas County Elections Department Website

2000 Over-18 Population

2000 Over-18 Population by Voting Precinct - Dallas County

2002 Precinct	Total population	White	Black	Amer Indian	Asian	Pacific Islander	Other race	Two or more races	Hispanic
1100	2,173	411	721	15	61	1	15	116	833
1101	975	214	83	1	253	0	0	26	398
1102	3,270	1,009	845	25	105	2	3	78	2,003
1103	1,372	196	73	2	32	0	0	3	1,066
1104	8,172	1,416	1,649	20	102	8	19	150	4,808
1105	1,993	1,245	78	6	41	0	0	14	609
1106	3,646	1,282	301	1	101	0	0	20	2,941
1107	2,428	1,340	172	10	124	1	4	23	754
1108	2,227	1,155	151	8	174	3	3	40	693
1109	1,522	1,083	86	2	50	1	0	13	287
1110	3,436	2,186	267	7	183	0	2	71	720
1111	2,244	1,980	55	3	62	0	0	18	126
1112	1,820	1,414	40	6	38	1	2	7	312
1113	987	850	21	2	13	0	1	8	92
1114	2,247	2,077	25	7	11	0	1	11	115
1115	1,802	1,708	11	0	35	0	2	10	36
1116	1,280	1,175	14	2	23	0	1	11	54
1117	2,300	1,972	67	6	26	0	0	17	212
1118	1,793	1,625	8	1	34	1	1	10	113
1119	1,485	1,323	6	6	26	2	0	3	119
1120	4,639	1,528	1,984	12	393	4	5	95	2,618
1121	2,249	1,281	541	5	63	0	4	22	333
1122	8,646	1,024	798	11	172	1	3	31	6,706
1123	3,161	1,921	829	19	81	0	0	32	279
1124	2,577	1,470	19	3	30	1	0	6	1,488
1125	2,170	1,170	120	12	10	0	0	9	2,596
1126	Voting: <u>over 18</u> Pop by Voting Precinct Census								
1127	Hsp. <u>421,900</u> 26.37 2009								
1128									
1129	<u>1,549,868</u> 30								
1130									
1131									
1132									
1133	White: <u>783,669</u> 48.98 58								
1134	<u>1,549,868</u>								
1135									
1136									
1137									
1138	Black: <u>302,967</u> 18.94 20								
1139	<u>1,549,868</u>								
1140									
1141									
1142									
1143									
1144									
1145									
1146	2,216	2,144	6	4	22	0	0	0	39
1147	1,455	1,372	8	2	19	0	0	4	50
1148	2,271	2,165	20	0	20	0	0	12	54
1149	3	0	0	2	0	0	0	0	1
1150	0	0	0	0	0	0	0	0	0
1151	1	1	0	0	0	0	0	0	0
1200	402	375	1	1	2	0	0	9	14
1201	2,887	2,365	108	1	57	0	0	13	343
1202	3,735	3,079	204	16	119	5	5	43	264
1203	2,295	1,725	62	7	76	2	1	18	404
1204	4,623	749	276	20	157	0	2	32	3,387
1205	1,611	1,540	5	1	14	0	2	4	45
1206	1,389	1,358	3	2	8	0	0	0	18
1207	2,701	2,627	6	1	26	0	1	3	37
1208	2,311	2,245	3	3	20	0	0	8	32

$$1/12 = 8.33\%$$

$$7/12 = 58.33\%$$

$$4/12 = 33.33\%$$

Better to Use Census

2000 Over-18 Population by Voting Precinct - Dallas County

2002 Precinct	Total population	White	Black	Amer Indian	Asian	Pacific Islander	Other race	Two or more races	Hispanic
1209	1,860	1,776	13	1	17	0	3	2	48
1210	5,245	3,735	323	20	387	0	18	121	641
1211	3,613	2,566	195	11	392	0	6	56	387
1212	4,516	509	143	11	51	2	0	10	3,790
1213	2,648	1,858	261	17	113	0	7	54	338
1214	1,636	1,487	21	2	28	0	0	12	86
1215	2,498	2,402	6	7	23	0	0	12	48
1216	1,674	1,551	33	0	19	0	0	12	59
1217	4,134	3,390	222	10	158	1	3	63	287
1218	2,047	1,741	33	9	167	3	3	17	74
1219	1,961	1,549	81	9	77	1	6	17	221
1220	2,906	2,006	163	9	46	0	2	35	645
1221	2,177	773	42	3	6	4	2	15	1,332
1222	1,601	1,548	8	2	10	0	0	1	32
1223	1,747	1,195	35	15	19	1	5	15	462
1224	2,930	1,972	93	18	40	1	3	40	763
1225	1,560	1,487	4	1	9	0	0	6	53
1226	1,703	1,632	2	1	23	1	0	4	40
1227	1,544	1,476	2	3	10	0	0	6	47
1228	2,843	2,165	62	5	40	3	6	21	541
1229	3,272	2,755	109	11	51	1	4	24	317
1230	2,935	2,564	27	13	35	0	3	25	268
1231	1,443	1,338	9	0	10	1	1	8	76
1232	1,679	1,457	19	3	42	0	4	20	134
1233	3,892	2,866	162	16	173	1	2	48	624
1234	1,907	1,612	35	6	30	1	2	34	187
1235	1,854	1,560	31	9	20	2	1	20	211
1236	147	110	8	3	5	0	0	5	16
1237	0	0	0	0	0	0	0	0	0
1238	241	120	67	0	7	0	1	2	44
1239	0	0	0	0	0	0	0	0	0
1240	0	0	0	0	0	0	0	0	0
1241	0	0	0	0	0	0	0	0	0
1242	0	0	0	0	0	0	0	0	0
1243	26	25	1	0	0	0	0	0	0
1244	0	0	0	0	0	0	0	0	0
1400	888	653	17	0	102	1	0	34	81
1401	3,698	2,987	179	18	149	0	2	37	326
1402	3,358	2,041	157	13	773	2	9	56	307
1403	3,025	1,978	350	8	241	0	3	58	387
1404	2,998	1,767	211	12	253	2	8	46	699
1405	3,699	2,790	194	9	376	0	0	32	298
1406	3,297	2,281	326	16	333	2	5	38	296
1407	5,732	2,931	235	18	661	0	3	48	1,836
1408	6,537	1,547	170	15	523	0	0	83	4,199
1409	3,341	1,590	101	14	270	1	5	54	1,306
1410	0	0	0	0	0	0	0	0	0
1500	3,958	1,198	47	17	104	0	2	31	2,559
1501	2,540	2,250	53	11	71	0	1	27	127
1502	2,299	859	31	20	36	0	0	15	1,338
1503	3,137	2,248	62	7	41	3	0	26	750
1504	148	120	1	1	0	0	0	5	21
1505	2,773	1,921	64	16	101	1	4	26	640
1506	3,113	2,280	71	8	170	2	4	30	1,548
1507	1,433	1,077	27	1	45	0	1	39	243
1508	988	611	66	4	48	1	2	27	229
1509	63	41	7	0	0	0	0	3	12
1510	0	0	0	0	0	0	0	0	0
1511	3	1	0	0	2	0	0	0	0
1600	3,448	2,578	152	15	232	1	2	64	404
1601	4,164	1,349	541	15	453	4	24	85	1,693

2000 Over-18 Population by Voting Precinct - Dallas County

2002 Precinct	Total population	White	Black	Amer Indian	Asian	Pacific Islander	Other race	Two or more races	Hispanic
1602	4,290	3,334	282	17	242	3	9	76	327
1700	3,779	2,522	114	5	853	3	6	52	224
1701	1,296	1,200	21	6	22	1	0	11	35
1702	1,562	1,482	2	1	31	0	0	8	38
1703	2,440	2,235	10	7	119	0	0	21	48
1704	1,663	1,422	19	4	74	0	1	11	132
1705	3,660	2,914	146	19	197	1	0	32	351
1706	2,156	1,900	40	6	34	0	4	14	158
1707	2,336	2,036	43	4	50	0	0	17	186
1708	4,665	2,024	501	10	557	0	6	168	1,399
1709	3,532	2,073	328	10	186	0	3	57	875
1710	2,933	1,946	194	10	357	3	3	34	386
1711	2,965	2,373	115	7	275	1	2	41	151
1712	2,041	1,445	126	2	280	5	2	35	146
1713	1,753	1,426	53	4	196	0	0	20	54
1714	1,607	1,325	28	5	149	0	2	23	75
1715	3,143	1,974	300	12	613	0	2	62	180
1716	3,438	2,154	199	8	404	0	4	63	606
1717	3,567	2,401	296	16	533	6	2	90	223
1718	644	523	53	4	34	0	0	5	25
1719	6,063	2,457	1,311	17	1,417	7	9	168	677
1720	2,499	1,109	656	9	356	3	2	57	307
1721	2,832	1,643	264	13	597	2	5	104	204
1722	2,059	1,628	188	8	154	0	1	20	60
1723	3,751	1,092	1,034	8	661	0	10	168	778
1724	4,819	2,027	1,482	15	499	3	10	109	674
1800	4,560	3,845	211	15	203	1	4	57	224
1801	391	251	37	1	38	0	0	5	59
1802	3,035	2,654	66	5	165	0	2	25	118
1803	2,147	1,856	35	5	123	1	0	32	95
1804	1,110	926	25	3	122	0	0	5	29
1805	2,010	1,710	42	4	147	1	0	22	84
1806	1,666	1,505	21	12	77	0	0	17	134
1807	2,436	2,098	35	9	115	1	1	31	146
1808	5,267	3,780	374	17	357	4	7	95	633
1809	2,097	1,659	103	10	125	0	2	20	178
1810	2,145	1,556	113	8	152	0	7	51	258
1811	2,548	2,252	57	6	84	1	7	43	98
1812	2,656	1,832	262	7	131	0	13	29	382
1813	7,285	4,055	644	16	489	8	10	108	1,955
1814	5,560	3,222	595	16	431	4	15	103	1,174
1815	4,114	1,634	513	10	248	1	3	85	1,620
1816	1,240	1,136	23	5	41	0	0	4	31
1817	2,259	1,634	133	7	112	0	0	31	342
1818	84	40	27	1	2	0	0	0	14
1819	2,084	1,059	162	7	58	0	6	26	766
1820	4,165	1,144	519	14	187	6	5	45	2,245
1821	6,686	1,113	393	4	129	1	4	100	4,942
2100	3,472	2,348	308	11	440	2	10	66	287
2101	3,145	2,542	149	4	259	0	0	53	138
2102	4,151	3,361	248	10	279	0	4	26	223
2103	1,713	958	205	11	268	0	1	29	241
2104	3,757	2,164	468	14	710	2	3	63	333
2105	2,641	1,505	315	16	429	0	10	37	329
2106	3,954	2,640	241	14	685	3	11	43	317
2107	4,829	3,047	381	20	587	4	4	101	685
2108	2,836	2,209	206	11	222	2	0	44	142
2109	1,413	1,103	91	2	46	0	2	15	154
2110	3,304	1,887	463	14	628	1	2	38	271
2111	2,913	1,983	312	18	150	1	0	41	408
2112	1,742	1,014	224	3	377	0	3	18	103

2000 Over-18 Population by Voting Precinct - Dallas County

2002 Precinct	Total population	White	Black	Amer Indian	Asian	Pacific Islander	Other race	Two or more races	Hispanic
2113	6,055	3,440	878	38	362	7	7	55	1,268
2114	3,397	1,743	267	17	43	0	4	31	1,292
2115	1	1	0	0	0	0	0	0	0
2116	2,919	1,801	207	19	194	0	2	32	664
2117	4,282	2,192	344	18	553	1	1	68	1,105
2118	4,639	2,110	490	20	843	0	4	66	1,106
2119	1,916	1,131	150	7	272	0	1	56	299
2120	2,611	1,569	191	12	426	4	0	24	385
2121	6,051	2,224	303	24	1,014	1	4	95	2,386
2122	4,605	313	159	8	709	0	3	49	3,364
2123	556	339	62	4	4	1	2	4	140
2124	4,324	1,176	1,091	22	203	6	3	44	1,779
2125	2,673	169	929	0	7	1	0	13	1,554
2126	4,347	1,930	132	18	12	0	3	25	2,227
2127	2,638	2,158	66	14	35	0	1	25	339
2128	2,431	1,628	133	9	54	0	3	20	584
2129	1,670	1,192	56	7	5	0	1	9	400
2130	0	0	0	0	0	0	0	0	0
2131	3,465	2,017	191	16	27	2	1	32	1,179
2132	0	0	0	0	0	0	0	0	0
2133	5,670	2,276	584	26	110	2	1	56	2,615
2134	1,565	1,452	32	4	21	0	0	10	46
2135	2,634	2,364	116	11	37	0	0	23	83
2136	4,113	2,568	595	16	88	2	4	54	1,766
2137	2,355	1,766	115	10	23	0	3	15	423
2138	0	0	0	0	0	0	0	0	0
2139	3,230	2,030	331	22	79	4	1	45	718
2140	3,238	2,447	296	14	57	6	2	30	386
2141	2,312	1,845	151	16	90	1	2	18	189
2142	3,970	2,145	786	13	195	0	4	51	776
2143	3,997	2,525	589	22	191	2	5	62	601
2144	4,953	3,312	820	28	185	6	1	66	535
2145	4,369	3,035	558	18	254	0	6	69	429
2146	4,318	3,079	545	41	103	6	7	57	480
2147	240	154	51	0	3	0	0	4	28
2148	488	455	4	2	9	0	0	3	15
2149	5,716	2,508	881	14	71	0	2	58	2,182
2150	2	0	0	0	0	0	0	0	2
2200	4,876	1,570	2,155	16	307	2	24	135	667
2201	1,414	1,074	160	1	23	0	1	13	142
2202	1,750	1,078	471	6	24	1	1	19	150
2203	4,575	1,631	2,007	18	123	4	5	120	667
2204	1,702	668	793	2	45	0	6	25	163
2205	4,046	1,062	1,886	18	306	14	9	100	651
2206	3,165	1,757	770	6	81	0	0	29	522
2207	3,700	2,373	800	10	90	1	4	54	368
2208	2,859	2,215	289	14	29	1	2	32	277
2209	3,063	2,357	381	7	39	1	4	19	255
2210	2,774	1,806	539	6	53	4	5	95	266
2211	732	684	0	0	4	1	0	7	36
2212	2,506	1,609	384	13	55	0	3	36	406
2213	5,927	2,051	1,958	21	94	4	6	57	1,736
2214	369	244	39	3	4	0	0	5	74
2215	1,938	1,253	74	20	23	0	1	25	542
2216	2,496	2,242	25	6	22	0	2	17	182
2217	2,767	2,391	99	10	23	1	0	22	221
2218	1,503	1,411	19	6	7	0	0	6	54
2219	3,478	1,566	892	13	55	2	3	36	911
2220	1,176	1,084	17	0	17	0	0	9	49
2221	3,164	2,107	258	8	35	0	2	28	726
2222	3,053	2,870	17	5	24	0	2	13	122

2000 Over-18 Population by Voting Precinct - Dallas County

2002 Precinct	Total population	White	Black	Amer Indian	Asian	Pacific Islander	Other race	Two or more races	Hispanic
2223	1,240	1,184	2	2	1	0	3	8	40
2224	1,765	1,642	13	4	17	0	0	12	77
2225	1,177	935	46	4	14	0	0	15	163
2226	2,784	2,550	52	8	40	0	2	14	118
2227	0	0	0	0	0	0	0	0	0
2228	3,449	3,092	29	17	32	0	3	20	256
2229	1,007	929	6	5	9	0	0	8	50
2230	2,324	2,077	51	6	30	0	0	21	139
2231	2,444	928	433	14	13	0	0	50	1,006
2232	1,470	776	70	12	7	4	2	16	583
2233	2,882	1,675	132	21	173	3	0	29	849
2234	3,939	1,052	942	8	664	0	1	56	1,216
2235	4,058	1,708	1,520	19	113	2	0	40	656
2236	1,282	921	64	10	8	1	0	7	271
2237	1,908	1,098	120	19	51	0	0	10	610
2238	1,962	1,102	98	23	18	0	1	12	708
2239	2,526	1,687	106	10	18	0	3	27	675
2240	983	889	10	5	4	1	0	13	61
2241	814	738	12	4	4	0	0	4	52
2242	1,411	1,244	30	5	11	0	0	10	111
2243	3,075	1,717	162	18	50	2	0	27	1,099
2244	2,373	1,313	175	9	50	7	0	27	792
2245	311	51	163	1	0	0	0	2	94
2246	3,533	709	1,168	17	418	1	10	58	1,152
2247	799	328	276	1	54	0	0	7	133
2248	18	14	0	0	0	0	0	0	4
2249	97	75	0	1	0	0	0	1	20
2300	3,639	2,808	106	21	62	2	5	35	600
2301	3,883	2,705	420	15	91	4	1	45	602
2302	2,745	1,970	405	12	71	1	1	27	258
2303	0	0	0	0	0	0	0	0	0
2304	2,613	2,038	221	12	142	0	0	32	168
2305	3,027	2,337	165	16	258	1	2	27	221
2306	1,724	1,190	153	7	189	1	0	30	154
2307	3,970	2,726	439	17	72	2	2	44	668
2308	2,610	1,917	106	21	19	0	2	18	527
2309	449	140	236	4	4	1	1	4	59
2310	4,162	2,687	645	28	50	6	2	46	698
2311	2,907	1,677	403	15	19	0	0	32	761
2312	1,402	1,218	58	4	16	0	0	16	90
2313	4,613	2,815	670	22	354	5	7	78	662
2314	3,175	2,313	250	13	238	0	5	48	308
2315	4,465	3,094	567	20	329	2	4	31	418
2316	3,073	1,965	304	18	127	0	2	36	621
2317	2,444	1,581	306	22	146	2	8	41	338
2318	2,964	1,931	280	16	46	1	0	27	663
2319	2,780	2,184	172	13	61	0	3	36	311
2320	1,367	1,047	86	4	5	0	0	9	216
2321	821	572	66	10	6	0	0	7	160
2322	2,513	1,403	417	19	106	4	5	23	536
2323	3,243	2,113	417	14	23	1	1	35	639
2324	2,606	1,761	455	10	36	6	3	21	314
2325	3,912	2,973	334	30	38	2	0	50	485
2326	1,870	1,551	63	9	21	0	0	8	218
2327	4,136	2,773	731	21	183	1	3	54	370
2328	3,565	2,298	587	13	305	0	10	31	321
2329	3,353	2,324	571	11	135	2	0	30	280
2330	3,248	2,295	423	24	52	2	3	31	418
2331	27	21	0	0	4	0	0	0	2
2332	33	31	0	0	0	0	0	2	0
2333	0	0	0	0	0	0	0	0	0

2000 Over-18 Population by Voting Precinct - Dallas County

2002 Precinct	Total population	White	Black	Amer Indian	Asian	Pacific Islander	Other race	Two or more races	Hispanic
2400	1,895	1,671	43	11	85	0	0	14	71
2500	5,446	2,663	312	12	113	0	5	33	308
2501	3,407	2,581	346	7	144	4	2	32	291
2502	4,719	3,735	404	27	107	1	3	42	400
2503	3,764	2,866	399	10	127	7	1	38	316
2504	2,513	1,975	144	16	50	1	1	15	311
2505	4,929	4,036	266	15	289	2	8	35	278
2506	2,346	1,749	319	16	68	0	4	36	154
2600	1,524	1,337	49	2	33	0	0	14	89
2601	4,650	3,903	201	29	87	0	2	44	384
3000	2,204	332	1,237	3	17	0	2	18	595
3001	1,523	140	1,145	0	51	0	2	12	173
3002	591	391	69	3	9	1	1	6	111
3003	1,649	653	96	8	14	0	2	7	869
3004	114	24	11	2	3	0	0	1	73
3005	2,904	174	202	7	73	1	6	30	2,411
3006	6,924	2,581	783	25	518	4	14	83	2,916
3007	4,405	846	432	28	403	0	2	51	2,643
3008	826	77	645	0	5	0	1	6	92
3009	1,019	7	747	3	3	0	2	5	252
3010	561	1	358	0	0	0	0	0	202
3011	423	6	268	0	0	0	0	2	147
3012	473	35	1	2	0	0	1	1	433
3013	690	4	538	0	0	0	0	2	146
3014	623	5	533	0	5	0	0	6	74
3015	51	0	4	0	0	0	0	0	47
3016	2,033	7	1,555	1	1	0	2	10	457
3100	857	70	730	0	7	0	1	4	45
3101	1,480	288	908	1	20	3	8	8	244
3102	1,821	259	1,380	7	6	0	1	17	151
3103	2,067	828	832	4	8	0	1	19	375
3200	4,249	1,325	279	25	295	0	4	48	2,273
3201	8,313	3,494	3,103	66	22	5	0	130	1,493
3202	1,335	1,092	82	3	50	4	2	17	86
3203	448	355	9	0	16	0	0	5	63
3204	1,962	1,233	378	11	28	1	2	39	270
3205	569	17	463	5	13	0	0	5	66
3206	1,499	1,028	258	14	24	0	1	13	161
3207	995	450	196	7	61	1	0	19	261
3208	10,107	1,795	816	33	449	1	4	99	6,910
3209	3,431	2,093	194	27	57	1	4	32	1,023
3210	1,768	1,230	336	12	36	1	0	28	125
3211	5,273	1,194	295	16	64	7	0	25	3,672
3212	2,529	258	39	7	11	0	0	13	2,200
3213	2,234	1,248	349	9	53	0	0	22	553
3214	1,286	761	250	10	16	0	4	5	240
3215	2	2	0	0	0	0	0	0	0
3216	2,040	160	442	3	5	0	3	4	1,423
3217	863	176	289	4	175	0	0	20	199
3218	2,998	1,371	793	17	34	2	0	26	755
3219	1,878	226	1,225	5	5	0	3	9	405
3220	3,676	1,994	756	13	84	0	1	48	780
3300	760	202	73	2	4	0	0	3	476
3301	3,258	853	267	18	17	0	0	8	2,095
3302	3,328	1,325	1,523	5	41	2	5	7	420
3303	2,555	690	179	6	7	0	2	20	1,651
3304	1,766	132	1,240	3	14	0	0	13	364
3305	875	283	396	0	44	0	0	2	150
3306	0	0	0	0	0	0	0	0	0
3307	0	0	0	0	0	0	0	0	0
3308	4,401	530	2,552	6	191	4	0	24	1,094

2002 Precinct	Total population	White	Black	Amer Indian	Asian	Pacific Islander	Other race	Two or more races	Hispanic
3309	4,413	1,366	985	17	19	0	1	20	2,005
3310	2,838	375	1,410	8	118	0	0	17	910
3311	2,890	680	907	5	10	2	0	26	1,260
3312	3,233	1,036	939	15	16	0	0	23	1,204
3313	4,152	715	2,201	19	8	0	0	33	1,176
3314	2,207	226	1,101	1	38	2	0	9	830
3315	1,906	187	863	2	9	0	1	13	831
3316	2,176	476	628	4	10	0	0	9	1,049
3317	2,309	508	449	4	12	1	2	12	1,321
3318	4,163	1,386	1,076	9	12	0	4	38	1,638
3319	5,015	729	2,236	9	22	0	0	59	1,960
3320	83	32	20	1	0	1	0	0	29
3321	4,546	275	1,806	6	10	2	2	20	2,425
3322	2,784	697	381	5	6	0	2	22	1,671
3323	3,397	1,059	518	16	10	3	0	29	1,762
3324	735	257	124	6	3	0	0	1	344
3325	3,582	616	1,632	13	12	0	2	25	1,282
3326	39	13	6	0	2	0	0	0	18
3327	361	83	108	0	1	0	0	3	166
3328	849	267	191	5	11	0	0	15	360
3329	3,769	838	1,346	8	18	0	8	22	1,529
3330	1,416	359	113	6	6	0	3	19	910
3331	4,013	402	2,589	6	7	0	2	21	986
3332	472	277	27	4	1	0	0	4	159
3333	99	73	2	2	0	0	0	0	22
3334	1,545	966	86	15	3	0	0	16	459
3335	1,993	922	624	7	11	1	6	24	398
3336	1,846	1,415	72	15	8	0	4	38	294
3337	6,038	4,039	530	61	17	1	2	52	1,336
3338	437	311	2	5	0	0	0	7	112
3339	1,341	906	109	4	10	0	1	9	302
3340	1,277	212	249	12	14	0	0	10	780
3341	1,071	178	754	2	6	0	0	8	123
3342	2,388	67	2,202	3	9	0	0	21	86
3343	1,970	11	935	0	1	0	1	5	17
3344	1,200	150	473	4	4	0	0	3	566
3345	2,878	102	1,387	11	5	0	2	25	1,346
3346	1,422	13	1,363	1	2	0	0	9	34
3347	2,554	21	2,411	1	6	2	0	13	100
3348	1,388	4	1,345	1	0	0	0	11	27
3349	1,544	17	1,461	0	5	1	0	8	52
3350	1,485	23	718	1	0	0	0	10	733
3351	1,179	22	1,020	0	0	0	0	9	128
3352	1,802	15	1,733	0	7	0	1	13	33
3353	1,507	12	1,327	4	0	0	0	6	158
3354	1,342	36	1,129	1	2	0	0	8	166
3400	406	258	7	4	0	0	0	2	135
3401	786	410	192	6	1	0	0	17	160
3402	943	571	20	8	2	0	0	13	329
3403	4,085	2,152	844	33	40	1	4	65	946
3404	2,533	1,362	398	22	23	3	6	41	678
3405	460	357	34	1	0	0	0	5	63
3406	3,043	2,085	321	26	20	0	1	32	558
3407	0	0	0	0	0	0	0	0	0
3408	0	0	0	0	0	0	0	0	0
3409	521	224	180	2	11	0	2	5	97
3500	214	8	26	1	3	0	0	0	176
3501	4,655	322	545	19	11	0	1	16	3,741
3502	960	14	739	3	3	1	1	5	194
3503	0	0	0	0	0	0	0	0	0
3504	0	0	0	0	0	0	0	0	0

2000 Over-18 Population by Voting Precinct - Dallas County

2002 Precinct	Total population	White	Black	Amer Indian	Asian	Pacific Islander	Other race	Two or more races	Hispanic
3505	1,579	38	1,206	5	2	0	0	9	319
3506	2,046	16	1,761	7	3	2	0	14	243
3507	471	6	50	0	0	1	0	0	414
3508	86	71	1	0	0	0	0	0	14
3509	721	43	573	4	2	0	0	6	93
3510	1,339	115	562	0	3	0	0	5	654
3511	245	36	79	1	0	0	0	1	128
3512	2,685	201	1,466	10	11	0	5	31	961
3513	1,526	40	980	1	5	1	1	4	494
3514	1,279	31	1,096	1	0	0	1	5	145
3515	1,955	45	1,641	1	10	0	2	11	245
3516	2,446	18	2,292	3	4	2	0	17	110
3517	1,963	35	1,603	7	3	0	0	5	310
3518	2,865	174	1,093	9	0	1	0	11	1,577
3519	2,081	41	748	10	5	0	0	3	1,274
3520	955	24	551	1	0	0	0	11	368
3521	2,374	57	1,466	4	0	0	1	4	842
3522	1,176	8	881	1	0	0	0	10	276
3523	1,827	13	1,634	3	0	0	0	16	161
3524	2,544	23	2,373	3	2	1	0	23	119
3525	3,133	35	2,662	8	2	0	0	22	404
3526	544	30	463	6	0	0	2	2	41
3527	3,067	534	1,849	4	19	0	0	26	635
3528	2,884	1,077	1,308	8	138	5	7	62	279
3529	2,758	288	2,329	3	1	0	0	17	120
3530	2,298	15	2,121	1	1	0	1	8	151
3531	2,548	60	1,984	2	3	1	0	21	477
3532	1,150	73	995	2	0	0	0	7	73
3533	2,335	33	2,231	5	2	0	0	10	54
3534	5,614	417	4,518	8	16	0	4	44	607
3535	2,336	317	1,943	2	5	0	0	8	61
3536	2,133	344	1,726	4	1	0	0	14	44
3537	2,122	332	1,730	7	7	0	0	10	36
3538	2,958	424	1,662	2	4	1	5	15	845
3539	2,139	52	1,822	2	8	0	4	26	225
3540	1,290	42	1,216	3	0	0	3	7	19
3541	1,412	7	1,378	2	0	0	1	7	17
3542	1,780	19	1,602	2	2	0	1	5	149
3543	2,605	37	2,465	2	6	0	0	21	74
3544	3,518	124	3,168	4	8	1	3	21	189
3545	1,958	49	1,860	3	1	0	0	7	38
3546	2,789	110	2,509	4	0	1	0	7	158
3547	2,800	57	2,591	1	0	1	0	11	139
3548	3,014	177	2,425	3	19	0	1	24	365
3549	1,265	114	1,065	4	2	0	0	1	79
3550	1,619	25	1,553	3	2	0	1	9	26
3551	2,239	16	2,179	3	0	1	0	8	32
3552	1,564	6	1,527	2	3	0	0	6	20
3553	1,211	28	1,134	5	0	0	2	10	32
3554	224	30	138	0	1	0	0	0	55
3555	899	220	33	5	2	0	0	5	634
3556	84	51	24	1	1	0	0	1	6
3600	1,928	1,007	522	10	31	2	0	16	340
3601	1,174	768	304	1	46	0	3	7	45
3602	416	209	162	0	32	0	0	0	13
3603	195	120	65	0	4	0	0	0	6
3604	2,993	1,703	1,066	6	23	1	6	38	150
3605	3,109	1,320	1,425	16	19	2	1	25	301
3606	2,702	620	1,889	4	17	0	0	27	145
3607	1,537	734	659	5	34	0	0	19	86
3608	1,273	579	573	2	25	0	2	10	82

2002 Precinct	Total population	White	Black	Amer Indian	Asian	Pacific Islander	Other race	Two or more races	Hispanic
3609	2,241	1,282	791	3	25	0	2	12	126
3610	572	408	120	1	4	0	0	3	36
3611	1,100	807	195	2	7	0	0	8	81
3612	2,630	1,123	1,311	7	43	0	3	14	129
3613	799	592	137	2	0	1	0	5	62
3614	856	316	454	4	6	1	1	5	69
3615	1,549	658	754	4	32	0	0	6	95
3616	641	326	250	0	5	0	0	11	49
3617	967	358	543	5	5	1	0	8	47
3618	111	69	21	0	1	0	0	1	19
3619	596	404	85	4	0	0	0	11	92
3620	112	76	11	1	0	0	0	0	24
3700	3,630	2,113	893	28	16	4	0	27	549
3800	1,025	554	188	7	1	0	1	16	258
3801	907	340	173	5	1	0	0	4	384
3802	2,922	629	2,025	6	14	4	2	18	224
3803	3,338	879	2,187	12	10	2	4	37	207
3804	137	89	25	0	3	0	0	5	15
3805	455	248	164	1	1	0	0	2	39
3806	3,932	715	2,888	8	33	3	3	51	231
3807	382	84	264	0	5	0	0	4	25
3808	1,606	1,057	470	8	1	0	0	4	66
3809	3,670	2,759	450	27	9	3	5	50	367
3810	31	16	9	0	0	0	0	0	6
3900	4,671	3,770	230	32	18	2	12	37	570
3901	4,263	2,648	532	31	35	3	6	49	959
3902	0	0	0	0	0	0	0	0	0
3903	3,087	1,341	662	21	2	0	1	29	1,031
3904	4,065	1,418	1,837	22	8	0	8	57	715
3905	0	0	0	0	0	0	0	0	0
4100	2,173	1,838	117	5	51	3	1	15	143
4101	3,665	2,085	950	19	57	4	0	36	514
4102	217	183	7	0	0	0	0	2	24
4103	5,756	2,430	2,421	22	148	5	8	58	664
4104	2,233	1,853	150	17	21	0	2	22	168
4105	2,300	1,212	798	7	29	0	0	23	231
4106	3,436	1,432	1,486	6	104	1	2	36	369
4107	1,979	1,075	671	6	28	2	0	17	180
4108	0	0	0	0	0	0	0	0	0
4200	2,100	1,525	339	10	68	0	4	22	132
4201	1,743	1,252	279	4	16	0	1	15	176
4202	1,971	1,073	607	4	54	0	4	14	215
4203	2,012	1,321	420	7	51	2	0	21	190
4204	3,200	2,145	532	13	73	5	7	30	395
4205	1,655	234	1,155	0	21	0	1	9	235
4206	2,394	1,861	254	8	67	1	0	24	179
4207	3,362	2,307	622	7	54	9	0	29	334
4208	2,792	1,508	596	7	40	9	0	24	608
4209	208	172	15	1	2	1	0	1	16
4210	2,547	1,587	530	4	79	1	6	18	322
4211	1,900	1,056	214	5	18	0	1	26	580
4212	57	2	43	0	0	0	0	0	12
4213	0	0	0	0	0	0	0	0	0
4300	2,819	500	38	18	8	1	0	12	2,242
4400	0	0	0	0	0	0	0	0	0
4401	3,119	1,220	1,304	6	112	0	1	46	430
4402	2,954	675	1,707	9	57	0	4	28	474
4403	3	3	0	0	0	0	0	0	0
4404	3,794	1,711	844	26	265	0	11	54	883
4405	0	0	0	0	0	0	0	0	0
4406	0	0	0	0	0	0	0	0	0

2000 Over-18 Population by Voting Precinct - Dallas County

2002 Precinct	Total population	White	Black	Amer Indian	Asian	Pacific Islander	Other race	Two or more races	Hispanic
4407	0	0	0	0	0	0	0	0	0
4408	2	0	2	0	0	0	0	0	0
4409	663	476	39	1	98	0	0	10	39
4410	3,661	649	1,034	7	170	0	0	53	1,748
4411	4,754	456	820	7	6	0	1	25	3,439
4412	2,274	423	467	7	1	0	0	9	1,367
4413	1,495	320	145	8	0	1	0	11	1,010
4414	0	0	0	0	0	0	0	0	0
4415	0	0	0	0	0	0	0	0	0
4416	0	0	0	0	0	0	0	0	0
4417	3,408	372	714	13	96	0	0	26	2,187
4418	6,755	1,182	222	43	37	1	3	7	5,260
4419	6,405	848	152	23	15	1	8	36	5,322
4420	2,898	916	150	15	5	0	2	16	1,794
4421	1,551	427	214	11	13	1	0	8	877
4422	2,188	543	30	15	4	0	0	10	1,586
4423	2,886	302	50	22	18	0	2	16	2,476
4424	3,573	565	70	12	13	0	1	17	2,895
4425	2,870	554	43	15	4	1	0	10	2,243
4426	4,841	827	107	23	6	1	7	25	3,845
4427	3,018	364	279	25	2	0	2	21	2,325
4428	2,383	60	95	12	7	0	0	8	2,201
4429	591	71	72	1	4	0	0	4	439
4430	2,985	784	98	13	5	0	1	13	2,071
4431	3,910	1,254	137	29	16	3	3	45	2,423
4432	2,776	260	64	4	1	1	3	5	2,438
4433	6,362	1,316	907	45	28	2	10	52	4,002
4434	2,870	863	211	8	8	0	1	28	1,751
4435	3,226	721	190	7	17	0	1	22	2,268
4436	2,416	1,969	94	8	11	0	1	38	295
4437	623	548	11	6	5	0	0	1	52
4438	4,444	204	325	16	95	0	2	18	3,784
4439	665	38	158	2	20	0	0	7	440
4440	1,169	185	68	1	44	1	3	6	861
4441	1,191	6	322	2	0	0	0	3	858
4442	1,687	80	30	8	0	0	0	0	1,569
4443	4,349	507	202	11	31	1	5	14	3,578
4444	11,913	434	477	19	36	3	5	26	10,913
4445	4,084	125	161	3	16	0	2	11	3,766
4446	0	0	0	0	0	0	0	0	0
4500	57	46	5	0	2	0	0	0	4
4501	3,280	2,038	397	8	121	1	9	48	658
4502	2,222	1,451	322	9	80	3	0	34	323
4503	4,501	2,736	881	15	303	3	5	69	2,489
4504	4,822	2,147	732	24	370	3	5	37	1,504
4505	2,130	1,113	339	14	184	0	0	44	436
4506	4,416	2,517	598	26	376	0	1	59	839
4507	2,725	1,631	278	24	93	6	1	21	671
4508	4,552	1,782	567	27	231	0	7	63	1,875
4509	2,165	799	153	13	98	0	0	12	1,090
4510	874	34	676	0	5	0	0	14	145
4511	3,693	2,360	175	17	86	3	5	46	1,001
4512	2,415	1,454	122	10	116	0	2	27	684
4513	2,254	726	125	13	122	1	1	35	1,231
4514	2,598	1,353	81	14	19	2	2	29	1,098
4515	3,651	1,759	212	31	46	2	0	45	1,556
4516	5,137	2,390	534	35	90	4	6	43	2,035
4517	2,891	1,402	245	14	52	1	0	24	1,153
4518	3,365	1,184	52	21	26	1	3	23	2,055
4519	1,193	372	8	6	11	0	0	6	790
4520	3,788	2,965	280	18	86	1	7	47	384

2000 Over-18 Population by Voting Precinct - Dallas County

2002 Precinct	Total population	White	Black	Amer Indian	Asian	Pacific Islander	Other race	Two or more races	Hispanic
4521	548	282	131	6	25	0	0	3	101
4522	0	0	0	0	0	0	0	0	0
4523	2,019	979	37	12	18	2	1	19	951
4524	0	0	0	0	0	0	0	0	0
4525	3,313	2,239	196	30	77	2	2	38	729
4526	0	0	0	0	0	0	0	0	0
4600	2,105	1,443	105	7	154	1	2	31	362
4601	5,033	3,330	184	24	406	5	10	74	1,000
4602	3,976	2,135	160	24	252	1	0	41	1,363
4603	274	103	5	8	29	0	0	1	128
4604	4,728	2,637	186	43	265	1	1	42	1,553
4605	3,568	2,306	263	29	80	4	4	25	857
4606	5,450	2,882	299	31	241	5	2	67	1,923
4607	5,603	1,670	268	29	196	0	6	45	3,389
4608	1,754	838	61	5	46	0	1	16	787
4609	5,013	2,467	1,130	24	534	7	14	97	740
4610	4,861	1,866	941	41	299	4	6	63	1,641
4611	4,341	2,289	132	21	68	4	1	43	1,783
4612	3,684	1,395	86	21	32	2	2	43	2,103
4613	3,169	1,589	153	23	73	6	6	21	1,298
4614	2,196	689	122	6	74	11	0	58	1,236
4615	1,048	766	34	8	18	0	1	5	216
4616	3,097	1,054	238	15	171	3	1	59	1,556
4617	209	168	3	1	17	0	0	1	19
4618	1,082	660	30	10	20	0	1	5	356
4619	1,574	1,322	25	9	28	0	0	11	179
4620	6,461	2,015	290	23	257	7	1	48	3,820
4621	5	4	0	0	0	0	0	0	1
4622	5,277	2,529	1,048	32	532	12	7	105	1,012
4623	2,548	1,640	195	16	119	5	0	33	540
4624	3,755	2,134	191	18	113	13	6	43	1,237
4625	3,035	1,615	133	13	60	2	1	13	1,198
4626	4,811	2,586	298	23	472	3	4	61	1,364
4627	2,031	1,392	132	10	84	9	5	19	380
4628	4,265	2,896	173	8	611	9	4	115	449
4629	0	0	0	0	0	0	0	0	0
4630	8,217	3,490	2,213	42	952	7	16	171	1,326
4631	5,695	2,256	1,076	29	612	6	19	139	1,558
4632	2,522	1,767	149	12	212	0	5	43	334
4633	1,944	1,441	69	4	109	0	2	13	306
4634	3,056	890	906	19	348	0	8	51	834
4635	3,006	1,517	268	10	863	0	7	71	270
4636	2,464	1,723	152	9	327	2	3	20	228
4637	2,906	1,835	163	15	607	2	5	39	240
4638	0	0	0	0	0	0	0	0	0
4639	0	0	0	0	0	0	0	0	0
4640	4,358	2,681	331	16	924	1	8	48	349
4641	0	0	0	0	0	0	0	0	0
4642	5,534	3,841	431	15	744	3	4	85	411
4643	6,776	4,491	736	30	887	2	3	92	535
4644	1,966	1,349	126	2	329	0	2	28	130
4645	0	0	0	0	0	0	0	0	0
4700	10	4	1	0	0	0	0	0	5
4701	2,980	2,509	49	10	173	0	3	38	198
4702	5,627	4,548	177	10	480	3	7	45	357
4703	1,151	1,066	7	0	30	0	1	8	39
4704	4,974	3,721	252	15	510	2	6	62	406
4705	3,556	2,833	82	11	380	0	2	37	211
4706	2,848	2,195	105	12	311	1	1	57	166
4707	2,161	1,683	67	2	241	0	1	23	144
Total	1,599,868	783,669	302,967	6,119	65,608	680	1,396	17,529	421,900

DALLAS COUNTY ELECTIONS

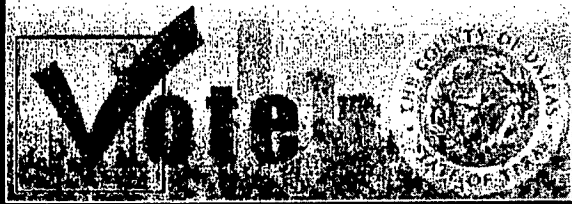
FEB. 16, 2002 ELECTION - RESULTS

Early Voting Results as of 7:03 PM

Updated Results as of 11:00 PM

Precinct by Precinct Results as of 11:00 PM

NOTE: ELECTION RESULTS WILL BE
UPDATED APPROXIMATELY EVERY HALF
HOUR. PLEASE REFRESH PAGE TO SEE
NEW RESULTS.



2002 VOTING PRECINCT NEWS

- [2002 Voting Precinct Maps](#)
- [Census 2000 Population by 2002 Voting Precinct](#) (PDF)
- [Census 2000 Over 18 Population by 2002 Voting Precinct](#) (PDF)
- [1998 Voting Precinct Information](#)

2002 Precincts Approved December 18, 2001

NEXT ELECTION

Tuesday March 12, 2002:

Primary Election

- [Sample Republican Primary Ballot](#)
- [Sample Democratic Primary Ballot](#)

[Early Voting Starts February 25, 2002](#)

[Early Voting Locations](#)

[Election Day Voting Locations](#)(complete list)

★ [2002 Voter Registration Information & March 12, 2002 Primary Ballot and Voting Location Lookup](#)

· [Texas Secretary of State - Candidates for 2002 Primary Election](#) (PDF)

· [Dallas County Democratic Party - 2002 Candidates](#) (PDF)

· [Dallas County Republican Party - Election 2002 Candidates Filings](#) (PDF)

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Dallas County Elections Department

Dallas County Health and Human Resources Bldg.
2377 N. Stemmons Frwy. Suite 820
Dallas, Texas 75207
Phone : (214) 819-6300
Acc:3516

Other Information

FYI

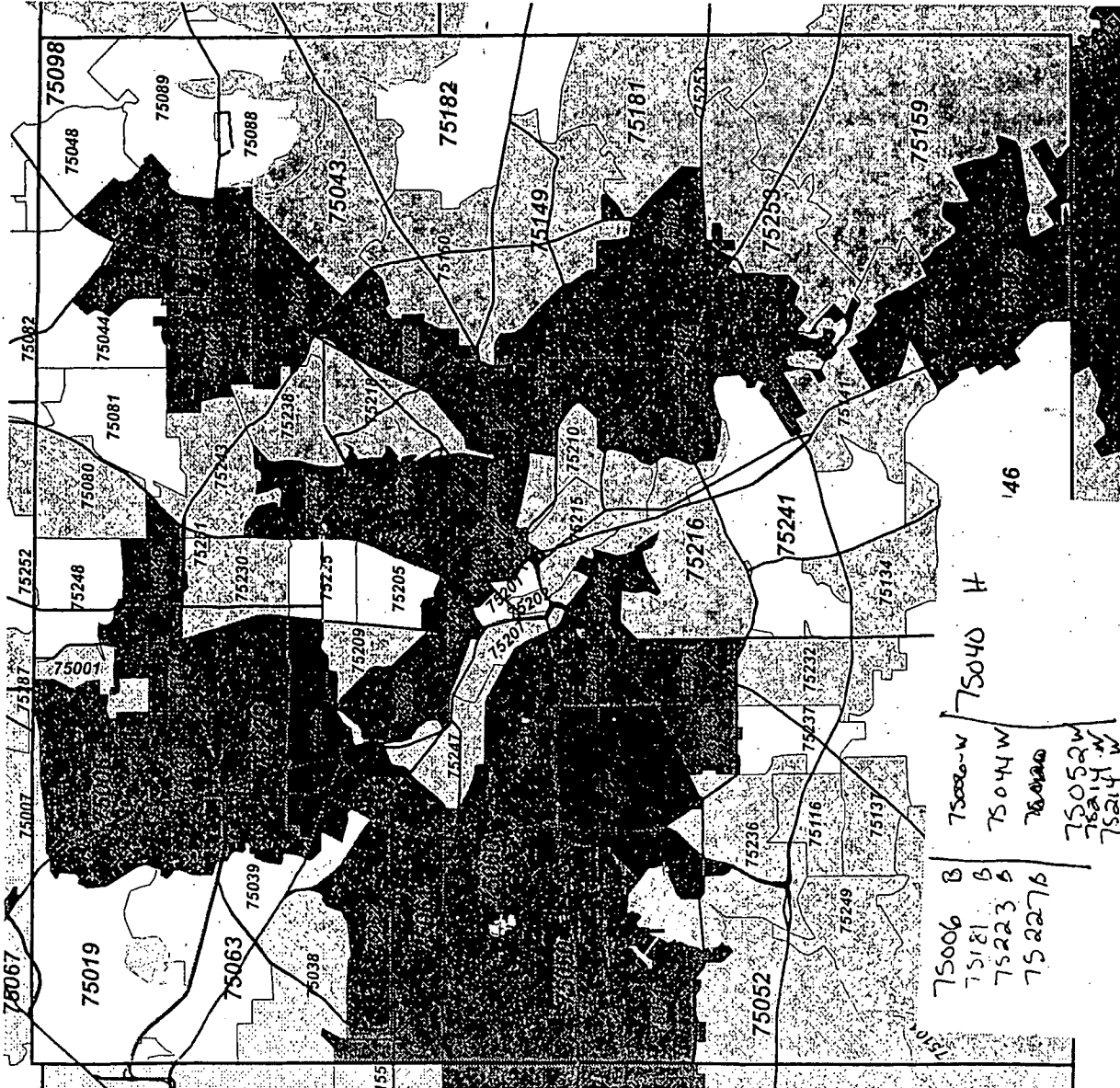
**2000 Census Information
By Zip Code**

Dallas County Zip Codes

(2000 Census Zip Code Tabulation Areas)

2000 Census Hispanic Population

75001	987	11.95%	75205	1,491	6.18%
75006	14,794	31.62%	75206	14,531	36.57%
75007	5,607	11.23%	75207	1,456	17.94%
75019	2,473	6.92%	75208	25,626	71.52%
75028	1,981	5.54%	75209	3,636	24.42%
75038	4,787	18.91%	75210	1,442	15.43%
75039	234	8.31%	75211	52,808	76.88%
75040	17,066	30.72%	75212	13,776	62.13%
75041	12,347	39.02%	75214	9,520	26.77%
75042	14,305	36.79%	75215	2,211	11.80%
75043	7,682	14.40%	75216	9,421	18.96%
75044	3,725	10.31%	75217	33,768	48.35%
75048	808	8.21%	75218	3,673	16.92%
75050	14,877	39.29%	75219	9,344	41.23%
75051	14,417	46.06%	75220	38,919	77.31%
75052	12,476	22.18%	75223	10,036	64.12%
75060	17,327	38.27%	75224	16,004	49.10%
75061	24,404	45.89%	75225	420	2.07%
75062	11,191	26.92%	75226	1,548	51.93%
75063	2,075	8.49%	75227	21,150	43.11%
75067	8,166	16.54%	75228	21,151	32.20%
75080	5,606	12.95%	75229	10,193	32.76%
75081	3,081	9.43%	75230	3,084	11.16%
75082	717	4.61%	75231	21,219	40.55%
75088	2,042	8.22%	75232	3,998	13.85%
75089	1,763	9.56%	75233	6,268	45.82%
75098	2,153	10.30%	75234	10,980	38.03%
75104	3,802	11.87%	75235	12,201	70.27%
75115	2,784	7.37%	75236	2,126	20.55%
75116	3,403	18.71%	75237	918	7.32%
75119	6,617	27.96%	75238	5,135	16.39%
75125	1,717	29.10%	75240	20,215	40.43%
75126	745	6.97%	75241	1,073	4.52%
75134	1,735	15.00%	75243	8,585	14.42%
75137	2,100	11.79%	75244	4,592	26.26%
75141	639	22.62%	75245	2,444	54.32%
75146	1,578	10.22%	75247	49	19.29%
75149	9,189	16.80%	75248	2,206	6.68%
75150	8,909	16.08%	75249	1,566	17.05%
75154	3,754	13.57%	75251	106	7.96%
75159	2,122	14.76%	75252	1,522	6.78%
75172	1,499	41.52%	75253	3,700	24.08%
75180	4,962	25.66%	75287	4,956	10.94%
75181	1,752	10.80%	76002	1,012	13.76%
75182	118	4.37%	76051	4,842	11.58%
75201	332	9.92%	76063	4,190	12.82%
75202	228	17.04%	76065	1,692	10.24%
75203	11,976	61.44%	76155	389	14.81%
75204	9,185	44.29%			



Persons of Hispanic Origin
 0 - 10%
 11 - 25%
 26 - 75%
 76 - 100%

5 Miles

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 75199 W
 75200 W



From: DFWinfo.com webmaster [SMTP:webmaster@dfwinfo.com]

To: Sheryl Kao

Cc:

Subject: Re: Census Information

Sent: 2/28/02 1:10 PM

Importance: Normal

The attached file summarizes Hispanic population by Zip code for Dallas County. Note that the Census Bureau does not collect data by Zip code; the areas represented on the map are Zip Code Tabulation Areas, geographic areas that approximate the delivery area for a five-digit ZIP Code. ZCTAs do not precisely depict the area within which mail deliveries associated with that ZIP Code occur. Additional information is available on our web site at <http://census.dfwinfo.com/searchzip.asp>.

Sheryl Kao wrote:

- > I need to know the #/% of Hispanics in Dallas County broken down by zip code
- > and a map of that if possible. Is this listed anywhere?
- >
- > Sheryl Kao
- > Southern Methodist University School of Law
- > Dallas, Texas

[DallasHispanicZip.pdf](#)

Maps of Indicting Grand Jurors' Residences

(Per Mrs. Shannon Burk, an Indicting Grand Juror)



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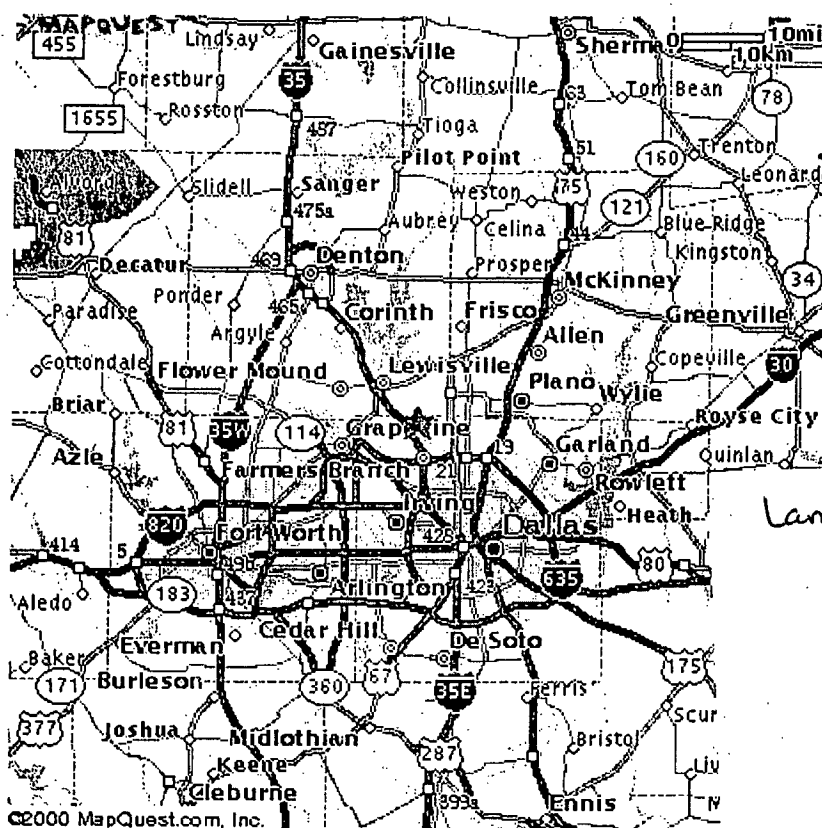
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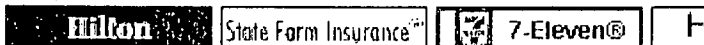
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
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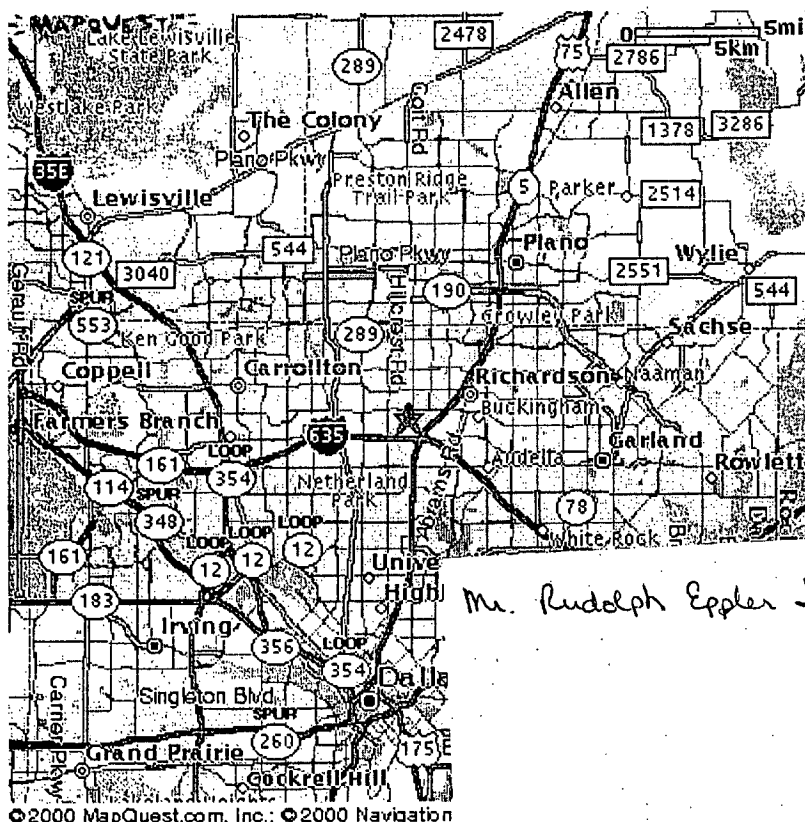
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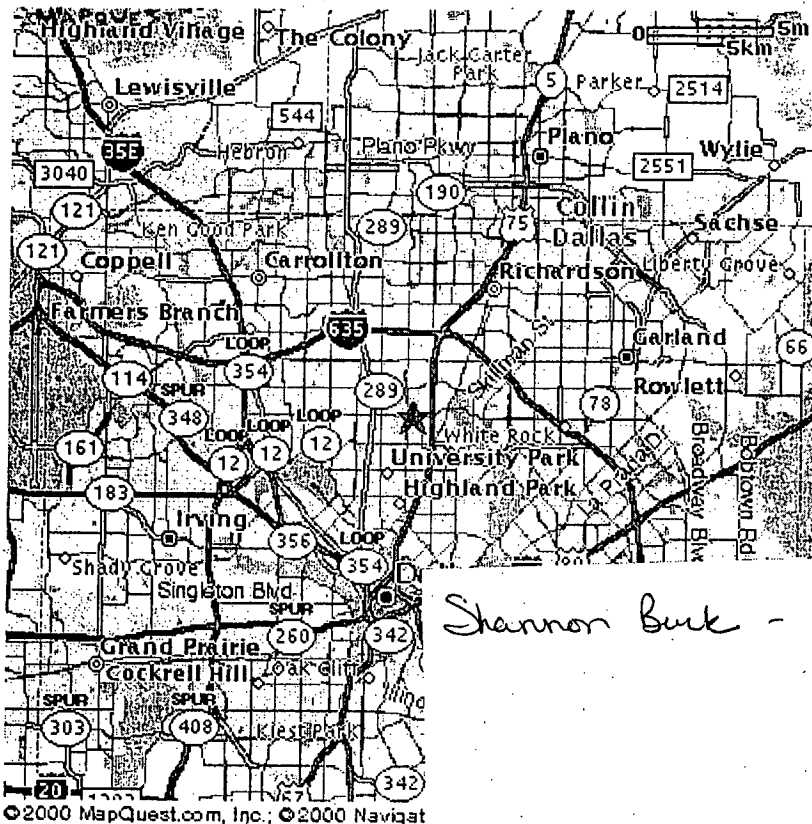
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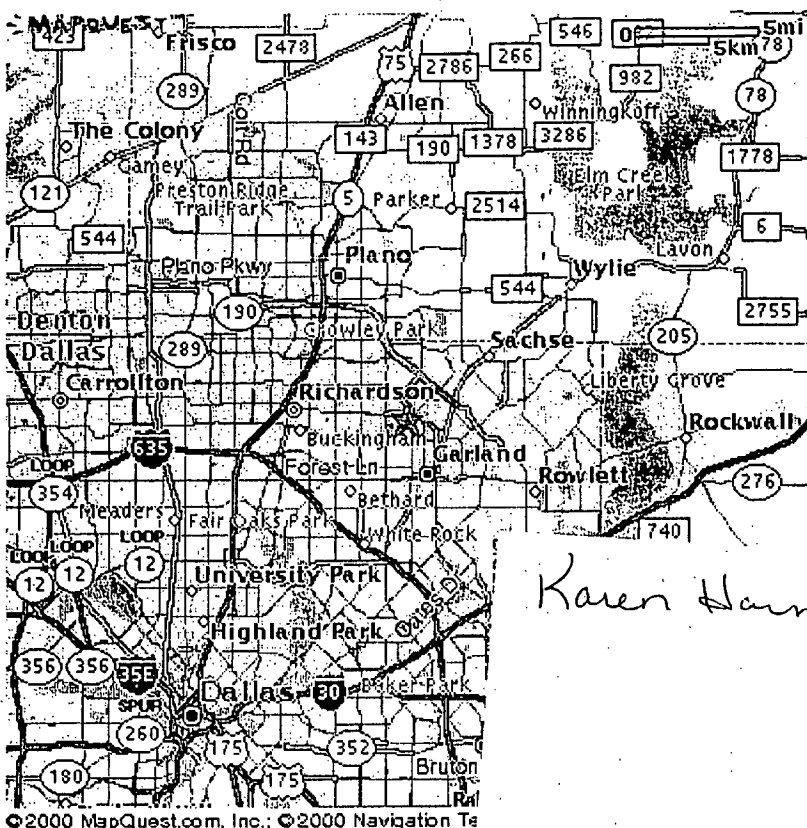
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

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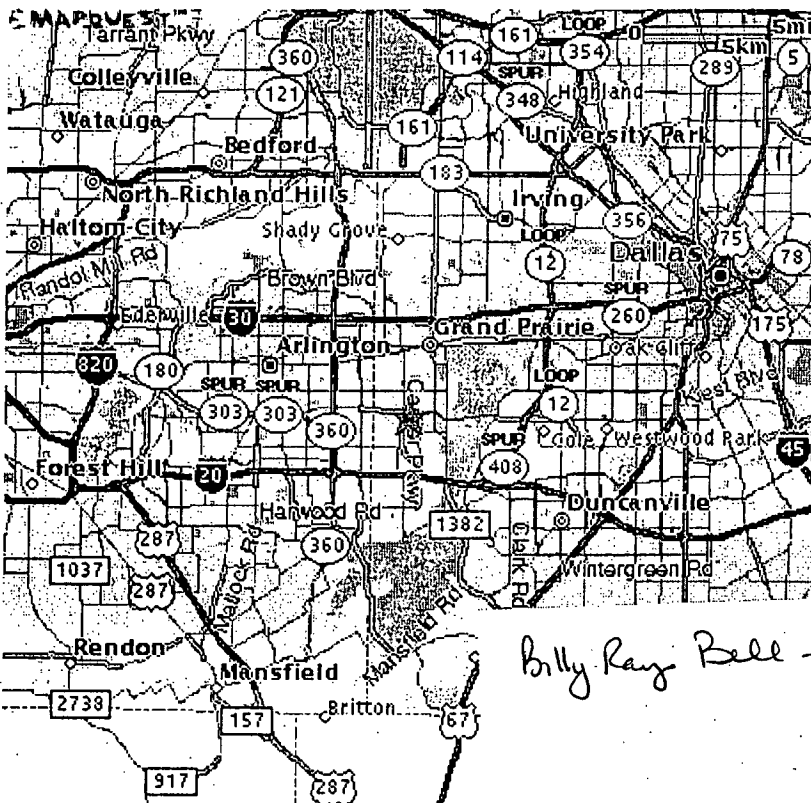
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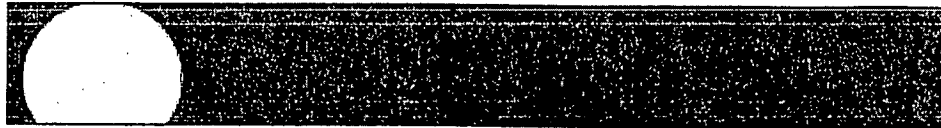
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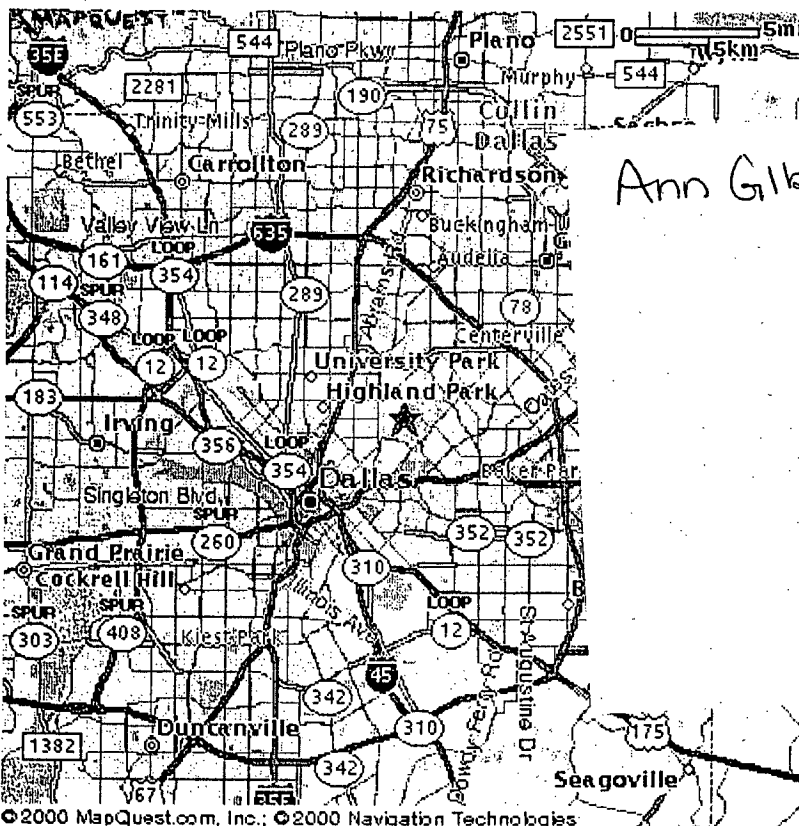
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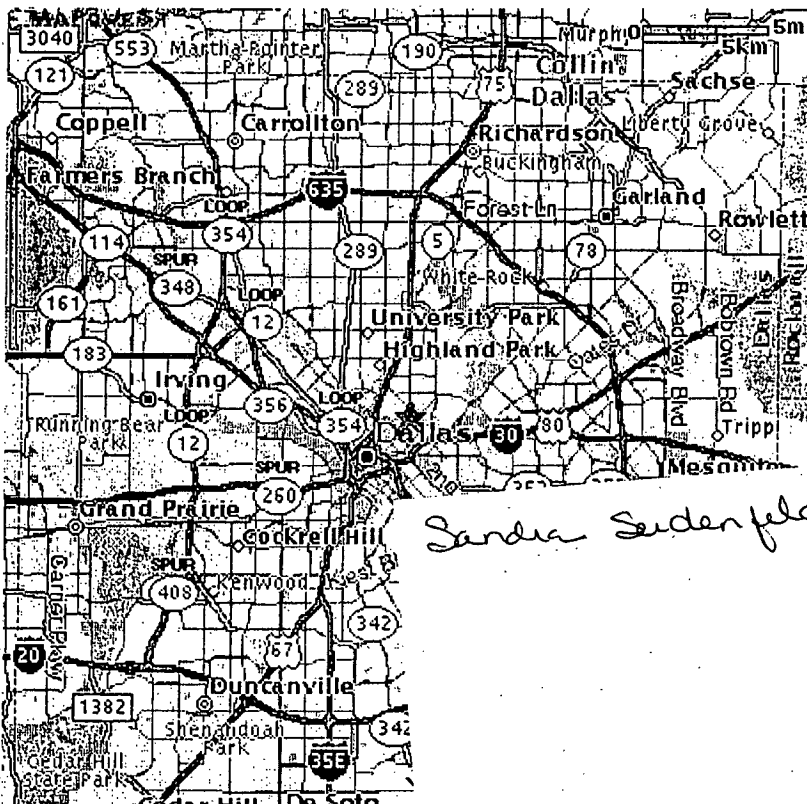
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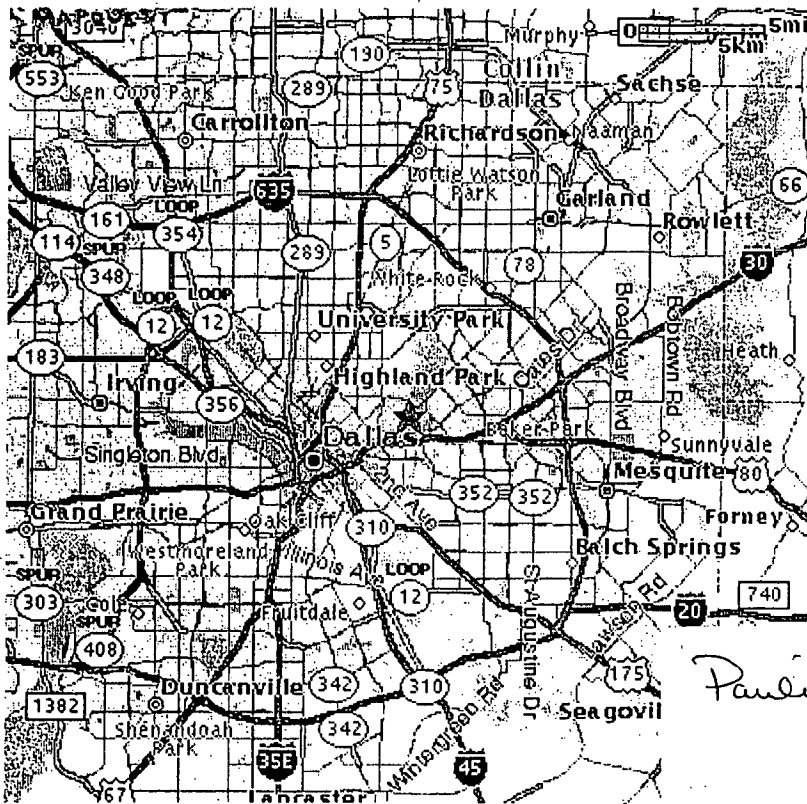
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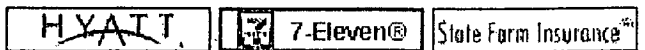


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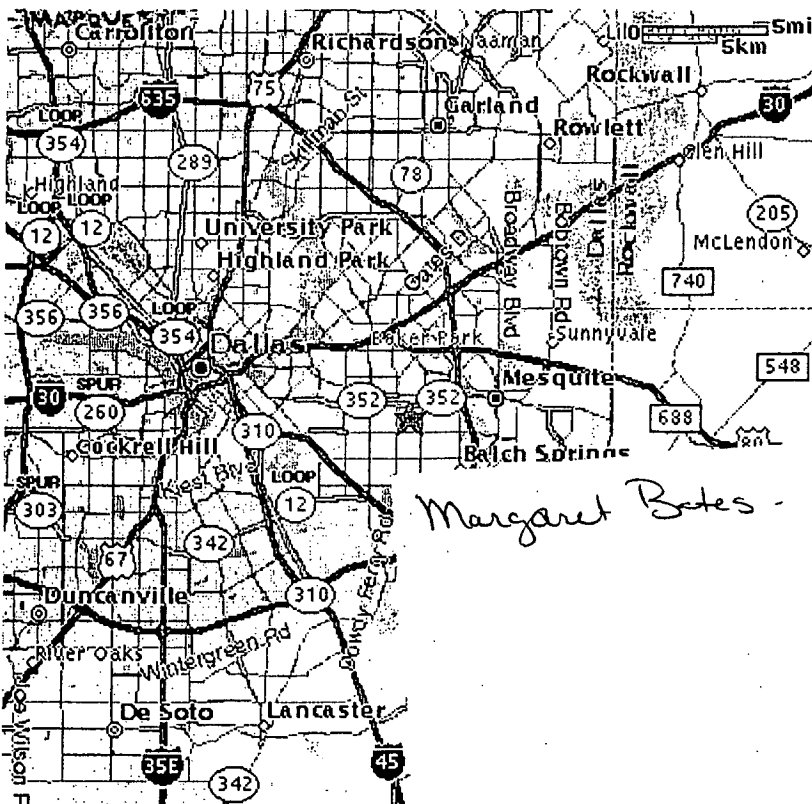
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